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Minority Student Opportunities in United States Medical Schools 1986–87

9th Edition

Edited by Mary T. Cureton

Office of Minority Affairs
Division of Student Programs

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Association of American Medical Colleges
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In memory of the late James H. Robinson, M.D. for his many years of service and dedication in minority medical education.

Remarks

The information in this book is based on data collected from the medical schools by the AAMC Office of Minority Affairs. For most school entries in this publication, the narrative descriptions cover six topics: (1) Recruitment, (2) Admissions, (3) Academic Aid Programs, (4) Summer Programs, (5) Student Financial Assistance, and (6) Other Pertinent Information. The data published show the number of applicants, the number offered an acceptance, the number of first-time matriculants, the number enrolled in the first-year class (including repeating and continuing students), and the number enrolled in all years (freshmen and upperclassmen). These data are categorized by the following racial/ethnic groups: Black American, American Indian, Mexican American/Chicano, and mainland Puerto Rican; by sex; and by the percentage of state residents. This book also includes tables in the appendix on Summer Programs, Graduates, mean MCAT scores, and medical school faculty.

This publication should be used in conjunction with *Medical School Admission Requirements*, also published by the AAMC. For more detailed information regarding programs, policies and procedures, contact the school in which you are interested. The name of a contact person is provided for each medical school entry.

It's important to keep in mind that the data in this book should be used in conjunction with other information as you review medical schools to which you apply. Among the other elements you should examine are the medical school's program and philosophy, geographic location, state residency requirements, and the cost of attending. These and other information you gather should be discussed with the Premedical advisor at your institution.

Policies and procedures regarding recruitment and admissions programs described in the narratives are those of each individual school, not those of AAMC.

AAMC Office of Minority Affairs

The AAMC Office of Minority Affairs was created in 1969 to assist medical schools in their effort to recruit, to admit, to retain, and to graduate persons from underrepresented minority groups in medicine. The Office's activities include monitoring of governmental policies, collecting data, providing assistance to institutions, responding to inquiries from students, organizations, and medical school personnel as well as providing staff support to various committees in AAMC. Over the years, the Office has instituted this publication, the *Minority Student Opportunities in U.S. Medical Schools*, and the following services: the *Minority Student Information Clearinghouse*, the *Medical Minority Applicant Registry*, and the *Simulated Minority Admission Exercises*. The *Minority Student Information Clearinghouse* provides information to students on the application process, the New MCAT exam, relevant publications and other services available from AAMC. The *Medical Minority Applicant Registry* (Med-MAR) was created to enhance admission opportunities for students from underrepresented minority groups.The program provides basic biographical information on medical school applicants belonging to a minority group to admissions offices of all U.S. medical schools. Med-MAR is circulated twice a year (usually July and November after the administration of the New MCAT exam) at no cost to students or medical schools. In addition to these services, the Office has developed the *Simulated Minority Admission Exercises* to assist medical school admissions committees in assessing and selecting nontraditional applicants. Admissions committee members, premedical advisors, and faculty members have found these workshops to be valuable. Other projects such as Workshops for Financial Aid Administrators and Minority Students and Retention and Learning Skills Workshops and Counseling Workshop are carried out by the Office of Minority Affairs, from time to time.

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Foreword

Many years have passed since U.S medical schools first began a concerted effort to enroll students from various racial and ethnic backgrounds in their classes where before nearly all students were white. It was in 1968–69, nearly 100 years after the formation of the Association of American Medical Colleges (AAMC) that medical schools first accepted the responsibility to begin training individuals from groups underrepresented in medicine, such as American Indians, Black Americans, Mexican Americans, and mainland Puerto Ricans, to become physicians.

Although opportunities for minority group students to pursue careers in medicine have existed and expanded over the past two decades, the amount of information regarding these opportunities is often limited and not always directed toward the individuals most concerned with the education and advising of students from these segments of the the population. This biennial publication, *Minority Student Opportunities in United States Medical Schools* (MSOUSMS), is part of the overall effort by the AAMC to assist medical schools to increase the number of qualified applicants from groups currently underrepresented in medical education.

This book has provided students, premedical advisors, counselors, and others with up-to-date information and descriptions of programs at medical schools which are designed to provide opportunities for racial/ethnic groups underrepresented in medical education to pursue careers in medicine. The narrative descriptions in MSOUSMS cover topic areas such as recruitment, admissions, academic aid programs, summer programs, and student financial assistance programs. In addition, statistical data depicting minority student enrollments, applicants, acceptances, and the number of students graduating on a school by school basis are provided.

In light of the bleak outlook for student assistance programs, federal cutbacks in support of special programs, tuition hikes, and other threatening statements such as the Report of the Graduate Medical Education National Advisory Committee (GMENAC) conclusions on the surplus of physicians by the 1990's, we hope that this information will be useful in helping minority students select the appropriate schools for application.

This publication should be of particular importance to minority students because it provides them with a means to reasonably assess and compare the many programs available to assist them. MSOUSMS offers the minority applicant to medical school a tool to assist him/her in making decisions concerning the schools to which to apply.

We hope that the extensive amount of work and expertise which the Editor, Mary Cureton, and other AAMC staff have provided in the development of this publication will again prove useful to both the minority applicants and to the professionals who advise them.

Dario O. Prieto
Director
Office of Minority Affairs
Division of Student Programs
AAMC

Information About Medical School Programs

University of Alabama School of Medicine

Address inquiries to
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Associate Dean for
Student Affairs
University of Alabama
School of Medicine
Birmingham, Alabama 35294
(205) 934-4964

Recruitment. The University of Alabama School of Medicine has a fundamental commitment to the identification, recruitment, advising, and retention of students from minority groups and other disadvantaged populations. Members of the Medical School Admissions Office participate in high school "career day programs" sponsored by community action groups throughout Alabama. Minority and other disadvantaged students interested in the study of medicine are identified, given literature, and offered counsel. As these students enter college, this relationship is maintained through their college advisors. Visits to appropriate college campuses are made at least once each year by the Director of Admissions and, when possible, by one or more minority medical students. Through these visits, information and encouragement is given to interested students with particular emphasis on admission process, curriculum, and financial aid programs. Individual conferences are arranged especially with junior level students. The University of Alabama at Birmingham holds a training grant under provisions of the Health Professions Opportunity Pathway Program (HPOPP). The objective of this program is to facilitate the entry of students from disadvantaged backgrounds into the various health professions programs of the University. At the moment the program involves intense effort with three "feeder" schools.

Admissions. Although it is not specifically designated as a sub-committee, members of the Admissions Committee including the minority members, review all applications submitted by members of minority or other disadvantaged groups. Particular emphasis is placed on students who are residents of Alabama and all students so designated are offered on-campus interviews. Furthermore, area interviews are offered when possible and are frequently coordinated with the college visitation program. Considerable effort is expended to make the interview process convenient for the student and a number of unique methods are employed to solve individually the problems of interviewing, counselling, and advising each applicant.

Academic Aid Programs. Enrichment and academic aid programs designed to assist members of minority and other disadvantaged groups are offered on a limited basis. The School of Medicine maintains a sophisticated and extensive educational development office which prepares, evaluates, and administer self-development instructional materials. Other study aids and tutorial assistance are also available to students. The tutorial sessions are available to all students upon request and as the need is identified by the faculty. Considerable effort is made in order to identify minority tutors. Compensation for this program is provided under the HCOPP procedure.

Summer Programs. Under provisions of the newly formulated HPOPP program a summer enrichment experience for minority pre-professional students has been developed to enhance their preparedness for the study of basic science courses. The initial allotment of students for this program is currently 36 with the expectation that this might be increased in the future. Under the same HPOPP plan, a pre-application one week structured program is also now provided. The most ambitious program is the Post-acceptance (pre-matriculation) Program which is a two week structured "course" to assist accepted students in making necessary critical adjustment to the new environment prior to entering medical school. Travel funds and per diem support is provided to students accepted for the course.

Student Financial Assistance. The University waives application fees for disadvantaged students upon verification of need. The Robert R. Meyer Foundation Scholarship is available to assist an outstanding black student. The A.G. Gaston Loan Fund can be available to minority students with established financial need.

Other Pertinent Information. Since the University of Alabama is a state institution, special attention is given by the Admissions Committee to those minority students who are residents of Alabama. Any student who has moved to another state to attend college, but who is interested in making application for admission to the University of Alabama School of Medicine, is urged to contact the Admissions Office for information and counseling.

University of South Alabama College of Medicine

Address inquiries to
Dr. Betsy Bennett
Assistant Dean
University of South Alabama
College of Medicine
Office of Admissions
Mobile, Alabama 36688
(205) 460-7176

Recruitment. Representatives from the Office of Student Affairs visit most of the colleges in Alabama, including predominantly Black colleges, for the purpose of advising pre-professional students on various aspects of medical school application. Medical students occasionally participate in these recruitment visits and minority students are especially encouraged to visit the predominantly Black colleges to give the minority applicants an accurate picture of the role of minority students in the College of Medicine. Each interested premedical student is interviewed and his/her academic record, background, and financial resources are explored. Recruitment programs at the high school level are directed toward summer job opportunities primarily in the basic science departments of the College of Medicine where students who express an interest in medicine are introduced to medical research and occasionally may be exposed to some aspects of clinical practice.

Admissions. All applicants are evaluated by the Admissions Committee of the College of Medicine. This committee is composed of faculty, members of the local community (medical and non-medical), and students. There are no special admissions procedures for minority applicants. Selection is made on a competitive basis using academic qualifications, MCAT scores, and personal qualities such as maturity, determination and motivation for a career in medicine.

Academic Aid Programs. Because of our relatively small size, academic assistance is readily available to all students in difficulty and is provided both by other students and by faculty. Such assistance can be obtained by the individual or can be coordinated through the Office of Academic Affairs. A variety of study aids, including specialized preparation for board exams is also available through the Office of Academic Affairs.

Summer Programs. The University of South Alabama College of Medicine does offer a special summer enrichment and recruitment academic program. This program is designed as one which offers a direct process into medical school at the University of South Alabama for undergraduate students. A Summer Research Program is available for incoming first year students and rising second year students. This program allows students the opportunity to work with clinical and basic science faculty on a variety of research problems. Results of these projects are presented at Student Research Day in August and abstracts from these presentations are published in the Alabama Journal of Medical Sciences.

Student Financial Assistance. A variety of State Scholarship and loan programs are available to qualified residents of Alabama. These programs are handled through the University of South Alabama Office of Financial Aid. Application fees are waived if it can be demonstrated that payment would constitute an economic burden for the student.

University of Arizona College of Medicine

Address inquiries to
Dr. Andrew M. Goldner,
Associate Dean for Student Affairs
University of Arizona
1501 N. Campbell Ave.
Tuscon, Arizona 85724
(602) 626-6216

Recruitment. The University of Arizona Health Sciences Center actively recruits Arizona minority and rural applicants. The College of Medicine initially had a grant from the American Medical Student Association for the recruitment, counseling and retention of minority students. This grant terminated in August 1981 and the present activities in this area are being supported by the College of Medicine. The Minority Recruitment Project is being implemented by students and faculty of the College of Medicine who are committed to increasing the enrollment of minority medical students. The Project offers premedical guidance regarding interviewing, the MCAT, and the medical school application process. It offers support systems, materials and counseling to those applicants who are admitted and hopes to develop socially relevant projects for both minority premed and medical students.

Admissions. There are no special committees or policies for minority admissions to the University of Arizona College of Medicine. The University's commitment to affirmative action serves the best interests of minority applicants to the College of Medicine. Each applicant is reviewed on the basis of his or her merits. All factors in the application are reviewed, including grade point average, MCAT scores, personal statement, letters of recommendation and interview reports.

Academic Aid Programs. A group of committed faculty and students have been identified to assist those who need additional academic aid. This grant also supplies supplemental materials, if necessary.

Student Financial Assistance. There are no separate funds specifically allocated for minority students. The College of Medicine attempts to assess each student's financial need, realistically, and to meet it.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	67	35/32	—	3	2/1	—	3	0/3	—	3	2/1	—
Accepted	10	7/3	—	1	1/0	—	0	0/0	0	0	0/0	0
Matriculated	5	5/0	—	1	1/0	—	0	0/0	0	0	0/0	0
Enrolled												
First-Year	5	5/0	—	1	1/0	—	0	0/0	0	0	0/0	0
All Years	39	25/14	—	1	1/0	—	0	0/0	0	1	1/0	—
1984-85												
Applied	70	31/39	—	2	1/1	—	2	2/0	—	4	1/3	—
Accepted	14	8/6	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	8	5/3	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	9	6/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	33	22/11	—	1	1/0	—	0	0/0	0	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	12	9	8
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	38	25/13	71	6	3/3	50	1	0/1	0	3	1/2	33
Accepted	8	5/3	88	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	1	1/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	1/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	6	4/2	83	0	0/0	0	0	0/0	0	0	0/0	0
1984–85												
Applied	57	29/28	72	2	1/1	100	0	0/0	0	0	0/0	0
Accepted	7	5/2	100	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	4	3/1	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	4	3/1	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	8	6/2	100	0	0/0	0	0	0/0	0	0	0/0	0

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	2	0	2
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

University of Arkansas for Medical Sciences College of Medicine

Address inquiries to
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Director
Office of Minority Student Affairs
University of Arkansas
College of Medicine
4301 West Markham, slot 625
Little Rock, Arkansas 72205
(501) 661-5358

Recruitment. The Office of Minority Student Affairs (OMSA) at the University of Arkansas for Medical Sciences (UAMS) which is an integral part of the Office of the Associate Dean for Special Projects. The Primary purpose of the Office is to assist in the early identification and recruitment of minority students for the UAMS College of Medicine. The OMSA conduct programs designed to identify, inform, motivate, and assist prospective candidates for medical school admission, especially among minority and disadvantaged students in the state.

In 1976, letters were sent to all junior and senior high school counselors over the state in an effort to solicit assistance and/or cooperation in the identification of young academically gifted minority and/or educationally disadvantaged students. When supplied with the names and addresses of such students, OMSA directly informed them of the many opportunities offered at the UAMS. As a result of this effort that began some three years ago, we are now communicating with hundreds of young, enthusiastic minority students.

The University of Arkansas for Medical Sciences' Office of Minority Student Affairs has one full-time recruiter, primarily for colleges and universities, but who also does some high school recruiting. This person visits high schools in selected areas of the state that have concentrations of black and other minority students at the high school level. Resources for reaching minority students include: counselor/teaching/principal recommendations, Health Career Occupations classes, science classes, National Merit semi-finalists and finalists, Student Search Service of the College Board, school visitations, Arkansas Association of College Admissions Officers "College Day/Night" coordinated regionally throughout the state, and Governor's School for Gifted and Talented Students. These sources have provided an extensive and ever-expanding list of students who may be interested in medicine and other health careers for follow-up counseling by Office of Minority Student Affairs personnel.

In colleges and universities the primary contacts are premedical advisors and premed committee members.

In addition, there is a duly appointed group, the Minority Recruitment and Retention Committee, consisting of faculty members, students and the Director of the OMSA. The Director along with small groups of the committee members, visit all colleges and Universities over the state twice a year (fall and spring). During these visits, discussions are held with students who are curious about, definitely interested in, or actual applicants to medical school. Counseling and advice are offered regarding preparations and requirements. Once a student has become an applicant, every assistance is given him/her in processing the necessary forms through the entire admissions process. The availability of and procedures for application for financial assistance are dealt with in detail.

Admissions. The Admissions Committee is composed of fifteen (15) members appointed by the Board of Trustees of the University of Arkansas and selected from a list submitted by the Dean of the University of Arkansas College of Medicine. The Committee is subject to the approval of the Vice President of Health Sciences and the President of the University System. Six of the Committee members are on the faculty of the University of Arkansas College of Medicine; eight members are appointed from each of the four Congressional Districts, as established by Act 337 of 1971, and are apportioned on the basis of two members from each Congressional District; and one member is appointed from the State-at-large. All members of the Committee serve one year terms and may be reappointed for not more than three additional consecutive terms. All applicants are reviewed by this committee.

Academic Aid Programs. The progress of all students is carefully monitored, and when additional help is needed, it is made available on an individual basis. Each department has review and tutorial sessions available for any student.

The College of Medicine, in strengthening its retention efforts, passed a new policy that, beginning with the academic year 1978-1979, students will be allowed two years to complete their first academic year. While most Freshman medical students successfully complete the courses within the first academic year, a few students require two years to do so. These latter students may have rather weak academic backgrounds, may have difficulty in adjusting to medical school or may have a number of problems which contribute to what is a weak but not totally inadequate academic performance. Therefore, it is the philosophy of this College of Medicine, as well as of many other colleges across the country, to provide the Freshman medical students the opportunity, if necessary, to complete the academic requirements of the Freshman year in two years instead of one. In subsequent years, the student is required to compete at a level expected of all medical students.

The Office of Educational Development is an instructional support agency at the UAMS that works directly with students to help them make the most of their educational experiences. The staff works with the students in areas of identifying learning styles, improving test-taking, managing time effectively, interpersonal relations, note-taking in lectures and from tests, and establishing efficient study habits.

Summer Programs. The Summer Orientation Program for entering freshmen consists of three separate Blocks, each with its own objectives—a two week academic block, a six week work-study experience in a basic science research lab, and a second two-week academic block for a total program of ten weeks duration. Students are urged to participate in all three blocks. Any student who falls in the category of culturally, socially, or educationally disadvantaged can elect to participate in the final academic block.

The goal of the Summer Orientation Program is to provide opportunities for students to develop necessary academic skills through work experience and study, and to familiarize themselves with the Medical College environment.

Counseling will be available for all students at any time during the summer by the Office of the Dean, Associate Dean-Student Affairs, the Minority Affairs Office, and/or the Office of Educational Development.

Students are welcome to visit the University of Arkansas for Medical Sciences campus any time of the year. However, each summer 25-30 high school and college students participate in a summer enrichment program. They stay on campus one week. During the week, we show them what medical school is really like; how to apply, how to improve study and test-taking skills, and assist them in hands-on experience in labs, hospitals, and clinics.

Contact: Mr. Bill Bauknight, Office of Student Affairs, College of Medicine, University of Arkansas for Medical Sciences, 4301 West Markham Street, Slot 625, Little Rock, AR 72205.

Student Financial Assistance. The medical school participates in the American Medical College Application Service, and under its certification of financial disadvantage, the $10.00 UAMS application fee can be waived. Financial assistance is available to all students and is based on individual need. Need is determined in consideration of previous educational debts, parental resources, dependent siblings, retirement status, etc. In addition to the standard sources, there are other institutional funds administered on the same basis.

University of California, Davis School of Medicine

Address inquiries to
Margie Beltran
Director, Student
Support Services
Health Resources Development Program
Program Director
Office of Student Affairs
University of California, Davis
School of Medicine
Davis, California 95616
(916) 752-8119/453-3267

Recruitment. The School of Medicine, University of California, Davis, has a commitment to increasing the opportunities in medical education for individuals from groups traditionally underrepresented in medicine, particularly disadvantaged and traditionally underrepresented ethnic minorities. This commitment has realized new vigor.

The recruitment efforts are provided through the Health Resources Development Program and are multi-faceted. Programs designed to accomplish this include: Targeted recruitment at the community college and university level that involved the development of premedical applicant training workshops; recruitment visits throughout the State of California; "mini" health career conferences at the Medical School; joint recruitment activities with health career clubs throughout the State of California; clinical experience program for undergraduate students from four targeted community colleges and universities that includes a seminar series on health.

Staff, faculty, medical students, administrators and residents are involved in various aspects of the recruitment program. This involvement includes visits to campuses, counseling and advisement, academic support and clinical exposure and experience. Community groups and minority health professionals are also involved.

Admissions. The School of Medicine selects students for admission with a view to meeting the needs of the medical profession, of society, and of the school. Because we live in a pluralistic society, and the educational experience is enhanced by the interaction of students from various backgrounds, the School desires diversity in its student body. This is reflected in the School's commitment to expand opportunities in medical education for individuals from groups traditionally underrepresented in medicine and to increase the number of physicians practicing in underserved areas. Therefore, the Admissions Committee, composed of individuals from a variety of cultural backgrounds and representative of a broad spectrum of medical sciences, evaluates applicants in terms of all relevant factors. These include academic credentials, with due regard to possible effects of disadvantages experienced by the applicant during his/her education, such personal traits as character, motivation, capacity for work, experience in the health sciences, human services and/or the community, career objectives, and the ability of the individual to make a positive contribution to society, the profession, the discipline, and the school.

The Faculty has set certain published academic requirements and regulations which form the basis for the admissions process. The Admissions Committee is charged with the selection of a class of individuals to begin study each year. In the selection process the Committee seeks those applicants who have demonstrated, through achievement, academic potential for a life-time of directed and self-study. It also seeks those individuals who are cognizant of the physician's role and its demands, have demonstrated ability in effective interpersonal relations, are caring of the needs of society and its individual members, have leadership potential, and who show promise of serving the needs of the individuals in our pluralistic society. Since our society is composed of a diversity of groups, the physicians who serve these groups must represent a diverse spectrum of society. The Admissions Committee and the School of Medicine are acutely aware of this fact and actively seek individuals from a wide variety of backgrounds and interests who can share experiences and knowledge of diverse population groups and, in turn, better prepare themselves to serve individual patients who represent the widely divergent elements of our society. The discipline of medicine encompasses not only the direct delivery of health care but also those who, by their individual or collective innovation and creativity, advance our knowledge of health sciences through research in both the clinic and the laboratory.

The University of California, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 (45 CFR 86), and Sections 503 and 504 of the Rehabilitation Act of 1973, does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in any of its policies, procedures, or practices; nor does the University, in compliance with the Age Discrimination in Employment Act of 1967 and Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, discriminate against any employees or applicants for employment on the basis of their age or because they are disabled veterans or veterans of the Vietnam era. This nondiscrimination policy covers admission, access, and treatment in University programs and activities, and application for the treatment in University employment.

Academic Aid Program. Minority students are provided with academic tutoring and counseling when necessary. Academic counseling is provided by the Health Resources Development Program staff, faculty advisors, other Student Affairs staff, and Associate Deans.

Tutoring is offered by peers, particularly in the first two years of Basic Science, who excel in the area to be tutored. Faculty members also offer tutorial assistance on an informal basis.

Academic assistance is offered by Study Skills personnel to aid students in such areas as test taking, time management and study habits for those students wishing such instruction.

A preclinical retention program is available for medical students in an effort to assist them in making the transition from their pre-clinical to their clinical years. This is an academic year round program for students who are in their first two years of medical school and is conducted at a student run community bsed clinic in Sacramento. The clinic operates under the auspices of UCD Department of Family Practice.

Summer Programs. The University of California/Davis School of Medicine Health Resources Development Program (HRDP) offers a prematriculation summer program. The six-week summer program is available to all new minority and disadvantaged matriculants.

Instruction is given in Anatomy, Physiology, Histology, and a course in physical examination. All instruction is provided by UCD faculty and volunteer physicians. Lectures on the health care system and clinical correlations in areas relevant to minority and disadvantaged populations are provided by distinguished guest speakers.

Tutoring and small group study sessions are provided as well as assistance in study and learning skills.

HRDP program director and staff are available for counseling. Financial Assistance is available for students' living expenses for the duration of the program.

The program is voluntary; however, students are strongly urged to attend. It is felt that this program will assist the students in the acclimation process and facilitate their transition to Medical School.

A summer program for undergraduate pre-health career students particularly from the northern California area is available. Courses in science and mathematics will be taught by faculty with the emphasis on problem solving. The objective of the program is to assist students to become viable applicants to health professional schools. Eligible students are screened and selected by a committee.

Student Financial Assistance. The School of Medicine will waive the application fee for disadvantaged students who qualify under the AMCAS waiver guidelines. If a waiver is not granted by AMCAS, a waiver request may be completed for this institution separately along with a letter from the Financial Aid Office of the undergraduate college and/or graduate school affirming the student's financial situation. Upon receipt of the application and letter, the fee is generally granted.

No specific financial help is available for interview trips.

Financial aid programs are administered through the School of Medicine Financial Aid Office and are provided on the basis of need. In addition to the usual federal, state, and national programs available to all medical students, the Medical School offers two types of scholarships. Regents Scholars are selected on the basis of academic excellence and involve a stipend of up to $2700 per year. Chancellor's Graduate Fellowships are awarded to academically promising students from disadvantaged backgrounds and include a stipend of up to $4200 per year.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	4	4/0	100	11	6/5	80	12	8/4	100	1	0/1	100
Accepted	2	2/0	100	4	2/2	100	4	2/2	100	0	0/0	0
Matriculated	2	2/0	100	3	1/2	100	2	1/1	100	0	0/0	0
Enrolled												
First-Year	3	2/1	—	3	1/2	100	2	1/1	100	0	0/0	0
All Years	5	3/2	—	5	1/4	—	18	13/5	—	0	0/0	0
1984-85												
Applied	6	3/3	100	3	3/0	100	12	8/4	100	2	1/1	100
Accepted	3	2/1	100	2	2/0	100	7	4/3	100	0	0/0	0
Matriculated	3	2/1	100	0	0/0	0	6	3/3	100	0	0/0	0
Enrolled												
First-Year	3	2/1	100	2	1/1	—	7	3/4	—	0	0/0	0
All Years	6	4/2	—	4	1/3	—	20	13/7	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	1	1	0
American Indian	1	0	1
Mexican American/Chicano	4	6	7
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	47	28/19	—	5	2/3	—	3	2/1	—	2	2/0	—
Accepted	13	8/5	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	11	7/4	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	15	10/5	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	28	20/8	—	2	2/0	—	0	0/0	0	1	0/1	—
1984–85												
Applied	34	18/16	—	6	2/4	—	2	1/1	—	2	2/0	—
Accepted	11	5/6	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	11	5/6	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	15	8/7	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	31	20/11	—	1	1/0	—	0	0/0	0	1	0/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	5	4	4
American Indian	1	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	1	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	182	95/87	—	24	13/11	—	172	124/48	—	20	11/9	—
Accepted	13	10/3	—	3	0/3	—	17	11/6	—	0	0/0	0
Matriculated	4	3/1	—	2	0/2	—	11	6/5	—	0	0/0	0
Enrolled												
First-Year	5	3/2	—	2	0/2	—	11	6/5	—	0	0/0	0
All Years	9	4/5	—	4	1/3	—	20	13/7	—	1	1/0	—
1984-85												
Applied	189	92/97	—	21	12/9	—	196	138/58	—	14	6/8	—
Accepted	12	8/4	—	3	2/1	—	37	21/16	—	1	0/1	—
Matriculated	3	1/2	—	2	1/1	—	7	6/1	—	1	0/1	—
Enrolled												
First-Year	4	1/3	—	2	1/1	—	8	6/2	—	1	0/1	—
All Years	10	5/5	—	5	1/4	—	25	16/9	—	2	1/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	1	0	2
American Indian	1	0	1
Mexican American/Chicano	3	1	3
Mainland Puerto Rican	0	1	0

University of California, Irvine
California College of Medicine

Address inquiries to
Elizabeth A. Parker
Director of Admissions
Office of Admissions
Student and Curricular Affairs
California College of Medicine
University of California, Irvine
Irvine, California 92717
(714) 856-5388

Recruitment. The College of Medicine has demonstrated a strong commitment to identify and recruit applicants from minority backgrounds. Applicants are identified through the Med-MAR list and encouraged to submit applications for admission to UCI-CCM. Special contacts are made with premedical advisors and visits are made to high schools, colleges, and universities in California, and selected out-of-state institutions, in addition to making presentations and providing information at career fairs, premed club meetings, health professions conferences and other appropriate places. The Office of Admissions/Student and Curricular Affairs participates in local, state, and national conferences to discuss the College's efforts to attract and retain minority students. Also, conferences and workshops on premedical awareness of application, interview, and acceptance procedures are held at the College of Medicine for interested students. Applications are also encouraged from minority students who are not residents of California.

Admissions. The Admissions Committee reviews all applications for admission. Minority applicants are reviewed by the total Admissions Committee which includes minority faculty, medical students, and community representatives from minority backgrounds. Minority applicants who are granted interviews are interviewed by members of the Admissions Committee. The factors emphasized in the selection of applicants are academic strength, community commitment, motivation, ability to relate to others, long range goals, and leadership qualities.

The application fee may be waived for applicants who have been granted a fee waiver by AMCAS. There are no funds available for interview trips, however interview reports from other medical schools may be submitted in place of an on campus interview.

Academic Aid Programs. An ongoing Academic Monitoring Program beginning with enrollment is coordinated by the Office of Student and Curricular Affairs to identify students in academic difficulty early in their coursework and to ensure the availability of *all resources* before serious academic difficulties are encountered. Basic and Clinical Science Advisors are assigned to all students to provide academic advice through their medical school years. A Peer Tutoring Program is available to all medical students to provide tutorial assistance in the basic and clinical sciences. The tutoring is provided by second and third year medical students. Study skills training and a National Board Review Course are also provided.

Summer Programs. The summer *Pre-Entry Program* is a rigorous, highly structured seven-week program which takes place the summer preceding the freshman year. This program provides study skills training and tutorial aid and has challenging, integrated basic science courses as its framework. All minority and socio-economically disadvantaged medical students accepted to the College of Medicine are strongly encouraged to attend the program. Weekly stipends are available for the duration of the program.

The summer *Premedical Program* is a six-week program designed to acquaint minority and socio-economically disadvantaged premedical college students with the skills and prerequisites necessary for entering medical school and with the realities of what it takes to be successful in a medical career. The academic component is geared to the enhancement of study-learning skills, test taking techniques, the study of several of the basic sciences including scientific and clinical topics in order to enhance the likelihood of being accepted to medical school. An individualized research experience under the guidance of a UCI-CCM faculty member is an added feature of the program. Workshops on admissions are conducted throughout the program to acquaint and prepare participants with application procedures, interviewing techniques, and medical school selection processes.

Student Financial Assistance. Financial assistance is available to all students based primarily on financial need. The College of Medicine participates in all publicly recognized financial aid programs. The aid programs consist of scholarships, grants and loans. Currently, 76% of the entering students receive aid of some type. In addition, the College of Medicine's Alumni Office has at its disposal, a limited amount of funds which may be used for emergency situations.

Other Pertinent Information. The *Student Development Program* is designed to provide proactive, programmatic experiences for medical students at different points during the process of medical education in order to enhance students' personal and professional development. Examples of programs include: workshops on stress management, interpersonal relations and career development; professional and peer counseling; student-faculty colloquia, and a variety of speakers series, student organization support and therapeutic recreational activities.

University of California, Los Angeles School of Medicine

Address inquiries to
Joe S. Reyes, Jr.
Director, Student Support Services
University of California, Los Angeles
School of Medicine
405 Hilgard Ave.
Los Angeles, California 90024
(213) 825-3575

Recruitment. The UCLA School of Medicine is firmly committed to attracting and educating qualified disadvantaged students. Our interest in promoting quality and equality in medical education has led to the development of a continuum extending from the first student contact to graduation. Recruitment and retention are closely allied.

Faculty and medical students are actively engaged in various aspects of the recruitment process. They attend meetings throughout the country, being available to schools and individuals in the vicinity at the same time. Locally, they visit many colleges and high schools. We encourage campus visits and will arrange daily tours to acquaint prospective students with the facilities and, more importantly, current medical students. A student conference is held in the spring to encourage minority student consideration of opportunities in medicine, particularly at UCLA. Throughout the year, we welcome inquiries and invitations. UCLA's dual goal is the more equitable distribution of physicians in underrepresented groups and the more equitable delivery of health care services to underrepresented areas.

Admissions. The UCLA School of Medicine Admissions Committee is composed of subcommittees, one of which is devoted to the consideration of applicants with disadvantaged backgrounds. This subcommittee for admissions is comprised partly of minority faculty and medical students. This particular subcommittee makes recommendations for action to be taken on minority applicants, as well as other students with socioeconomic handicaps. Final decisions are made by the full Admissions Committee.

As does the full Admissions Committee, the subcommittee evaluates all applications on the basis of academic performance, Medical College Admissions Test scores, letters of recommendations, and personal comments. In addition, the subcommittee carefully considers those factors which might have affected the applicant's past academic record or future achievement. Course requirements are the same for all applicants. Special consideration is given to each applicant's potential contribution to the University's goals and society's needs.

Academic Aid Programs. An ongoing program continuing from admission through graduation is coordinated by the Office of Special Education. The focus of this office is upon individual student performance in the medical curriculum. Attempts are made to identify, analyze, and solve educational difficulties as early as possible. Resources within the University, Medical School and individual departments are developed to relieve specific problems. Services offered include study skills consultation, counseling, review clases, tutoring, anxiety reduction, and a summer orientation program.

Summer Programs. The summer course, Prologue to Medicine, is for a four-week period preceding the freshman year. While it is open to all enrolled freshmen, enrollment is limited and selection is based on the degree of educational benefit to be derived. Prologue has been designed to help assimilate different educational backgrounds, and all accepted applicants with disadvantaged backgrounds are especially urged to consider participating in it. The course itself is a highly organized, interdisciplinary approach which lends itself well to the introduction of the major basic sciences of anatomy, physiology, biochemistry, and histology. Clinical material is introduced early, and serves to relate much of the basic science material. The faculty consists of members of the basic science and clinical departments, which enables students not only to sample various styles, but more importantly, to know some of their professors before fall quarter. Subject matter, per se, is secondary to the organization of a learning behavior to cope with the new rigors of medical education. The pace, although slower at first, builds up to that which is to be encountered when medical school actually begins in the fall. The aim is to make the experience as realistic as possible, permitting the students and faculty to anticipate possible trouble spots and work toward early solution.

The objective of this multi-faceted educational program is the maximum retention of our carefully selected students. Our belief is that the best recruitment is a good retention.

Student Financial Assistance. An application fee of $20.00 is requested when an applicant has been granted an interview by the UCLA School of Medicine Admissions Committee. We will consider waiving this fee should the applicant so request at the time of the interview. However, we waive our fee only if the applicant so requests and has been granted a fee waiver by the American Medical College Application Service.

We provide assistance toward meeting the financial needs of our culturally and economically disadvantaged students from University funds which have been authorized to support students in the School of Medicine and private scholarship and loan money from a variety of sources. The financial needs for living and medical school as evaluated from the scholarship-loan forms can be met in several ways through a combination of scholarships and loans. The situation is similar in subsequent years, but may require a slightly larger proportion of the financial aid as loans.

Charles R. Drew Postgraduate Medical School
Drew/UCLA Medical Program

Address inquiries to
Dr. Stephen N. Keith
Assistant Dean for Student Affairs
Charles R. Drew Postgraduate Medical School
1621 E. 120th Street
Los Angeles, California 90059
(213) 563-4960

Recruitment. The Drew/UCLA Medical Education Program was initiated by the joint approval of the Regents of the University of California and the Board of Directors of the Charles R. Drew Postgraduate Medical School in 1978. The charter class entered Drew/UCLA as candidates for the M.D. degree in 1981. The Drew/UCLA program is especially designed to attract and retain those students who have an interest in addressing the concerns of urban and rural underserved populations and who are prepared to do so with competence and compassion.

Faculty and staff from the Office of Student Affairs visit college campuses around the State of California and the United States. We participate in health career conferences and sponsor ongoing activities through the year designed to interest and prepare undergraduate students for health careers. We also sponsor several local area high school health careers clubs, and provide speakers for local high school and parent groups.

Admissions. The Drew/UCLA Admissions Committee is composed of both faculty and students. Application must be initiated through AMCAS and students are required to submit a supplemental application with fee, and three letters of recommendation. The supplemental application fee may be waived with a letter from the student's financial aid office. The Medical College Admission Test (MCAT) is also required. Each applicant is evaluated on their academic performance to date, and on their demonstrated commitment to address the concerns and care for urban and rural underserved populations.

Academic Aid Programs. Student counselling, tutorial programs, and study skills courses are coordinated by the Drew Office of Student Affairs, and the UCLA Office of Special Education. Each entering Drew/UCLA student is assigned a Drew faculty advisor who maintains regular contact with the student to assist in solving problems.

Summer Programs. Prior to matriculation, all first year Drew/UCLA Medical students are required to participate in the Pre-Matriculant Reinforcement in Medical Education (PRIME) Program. The PRIME Program is conducted on the Drew campus during the month prior to the start of the fall quarter.

The objectives of the PRIME Program are: 1. To introduce and orient students to Drew School and the Martin Luther King Jr. General Hospital; 2. To provide students with an overview of the South Central Los Angeles community and it's health problems; 3. To give students an introduction to the medical care resources available in the South Central Los Angeles area; 4. To provide an early exposure to basic science course material in a format and at a pace similar to that which will be experienced in the first two years of medical school; 5. To improve the student's efficiency through increasing study and time management skills, as well as their ability to cope with high levels of stress; 6. To introduce students to the support mechanisms available in the Drew/UCLA Medical Education Program, so as to reduce student anxiety and foster adjustment to medical school.

A Medical College Admission Test (MCAT) Preparation Course is offered during the summer, for sophomore and junior undergraduate students. This course extends for eight weeks and involves study skills enhancement and basic science reviews. In addition, students are counseled on admission requirements and strategies, financial aid, specialty requirements.

The Daniel Hale Williams Summer program is conducted for high school, first and second year undergraduate students who are interested in health careers. The objectives of this program are to provide exposure to the health care environment and improve understanding of the basic sciences. Students interested in either of these summer programs should contact Mary Blanding, Careers in Health Program, (213) 757-1726, or write to the Office of Student Affairs for further information.

Student Financial Assistance. Students identified as having financial assistance needs, as evaluated from scholarship loan application forms, are provided assistance toward meeting those needs. This assistance is usually a combination of scholarship, grants, and loans.

Other Pertinent Information. The Drew/UCLA Medical Education Program also accepts applications for transfer into the third year. To be eligible, students must be in good standing and have completed the first two years at an accredited U.S. or Canadian medical school. Students must also achieve at least a passing score (380) on Part I of the National Board of Medical Examiners examination prior to admission and matriculation into the third year.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	269	150/119	—	26	15/11	—	202	138/64	—	20	10/10	—
Accepted	29	21/8	—	1	0/1	—	38	25/13	—	0	0/0	0
Matriculated	9	5/4	—	0	0/0	0	15	12/3	—	0	0/0	0
Enrolled												
First-Year	10	5/5	—	0	0/0	0	18	4/4	—	0	0/0	0
All Years	25	15/10	—	2	1/1	—	60	45/15	—	0	0/0	0
1984-85												
Applied	265	122/143	—	34	22/12	—	232	162/70	—	28	22/6	—
Accepted	17	9/8	—	0	0/0	0	31	21/10	—	0	0/0	0
Matriculated	3	3/0	—	0	0/0	0	10	5/5	—	0	0/0	0
Enrolled												
First-Year	4	4/0	—	0	0/0	0	13	8/5	—	0	0/0	0
All Years	26	15/11	—	1	0/1	—	57	45/12	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	6	6	6
American Indian	1	1	1
Mexican American/Chicano	12	4	18
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	254	133/121	—	18	8/10	—	192	138/54	—	26	16/10	—
Accepted	11	8/3	—	0	0/0	0	23	19/4	—	2	0/2	—
Matriculated	6	3/3	—	0	0/0	0	14	13/1	—	1	0/1	—
Enrolled												
First-Year	6	3/3	—	0	0/0	0	15	13/2	—	1	0/1	—
All Years	33	20/13	—	0	0/0	0	47	34/13	—	2	0/2	—
1984-85												
Applied	301	141/160	—	33	20/13	—	218	152/66	—	26	16/10	—
Accepted	12	6/6	—	0	0/0	0	18	15/3	—	1	0/1	—
Matriculated	6	3/3	—	0	0/0	0	12	10/2	—	1	0/1	—
Enrolled												
First-Year	6	3/3	—	0	0/0	0	12	10/2	—	1	0/1	—
All Years	31	19/12	—	2	1/1	—	47	33/14	—	3	0/3	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	9	18	17
American Indian	0	1	1
Mexican American/Chicano	12	8	11
Mainland Puerto Rican	0	1	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	629	292/337	—	22	10/12	—	166	51/115	—	42	24/18	—
Accepted	25	14/11	—	4	0/4	—	17	9/8	—	1	0/1	—
Matriculated	10	5/5	—	2	0/2	—	6	3/3	—	0	0/0	0
Enrolled												
First-Year	10	5/5	—	2	0/2	—	8	5/3	—	0	0/0	0
All Years	33	20/13	—	3	1/2	—	14	8/6	—	1	0/1	—
1984–85												
Applied	613	300/313	—	21	12/9	—	178	124/54	—	35	16/19	—
Accepted	31	14/17	—	1	0/1	—	13	10/3	—	0	0/0	0
Matriculated	15	7/8	—	0	0/0	0	5	4/1	—	0	0/0	0
Enrolled												
First-Year	16	7/9	—	0	0/0	0	5	4/1	—	0	0/0	0
All Years	47	25/22	—	2	0/2	—	15	9/6	—	1	0/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86
Black American	—	7	6
American Indian	—	0	0
Mexican American/Chicano	—	1	0
Mainland Puerto Rican	—	0	0

University of California, San Diego
School of Medicine

Address inquiries to
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University of California, San Deigo
School of Medicine
Medical Teaching Facility Rm 162 (M-021)
La Jolla, California 92093
(619) 452-4170
or 452-4184

Recruitment. Recruitment is conducted by medical students, faculty, and administrators who are themselves representatives of disadvantaged backgrounds. Conferences, seminars, and workshops are held on campus to inform and encourage students, counselors, and premedical advisors of current opportunities in medicine and health-related fields. Speakers are sent to schools with high disadvantaged student populations and high interest in health-related career goals. On campus, the Minority Recruitment Office of the medical school serves as a focal point for information pertinent to the health sciences in general, and the UCSD medical school in particular.

Admissions. The Recruitment and Admissions Committee (RAC) screens all applications, selects applicants to invite for an interview, and interviews them. Within the RAC, there is a Special Admissions Subcommittee (SAS) whose membership consists of faculty from disadvantaged and other backgrounds and two students with voting privileges. This subcommittee is devoted to the consideration of applicants with disadvantaged backgrounds. This Committee makes its recommendations on disadvantaged students to the Admissions Committee which in turn makes decisions on all students.

Academic Aid Programs. After matriculation to UCSD School of Medicine, ongoing tutorial services are available, and the use of these services is encouraged. Tutorial services in various basic science areas are performed by professionals, such as postdoctoral fellows, who are intimately familiar with the lecture material. Special student guides and study programs have been developed for tutorial services. Similar programs, services, and assistance are available in preparation for the National Medical Board Examinations, Part I. The services are individualized to meet specific needs. The students also have access to a learning resources expert who can analyze and treat learning problems.

Summer Programs. The University of California, San Diego School of Medicine offers a Summer Program for minority and disadvantaged students who have been accepted into a medical school for the fall quarter. The course, which has been developed over a period of years, covers areas most challenging for first-year medical students. The program serves to acquaint the incoming student with the rigors of the medical school curricula to ensure academic success during the regular school term. Emphasis will be placed on medical physiology, pharmacology, and biochemistry because our experience has shown these areas to be the most difficult for first-year medical students and also the least likely to have been covered in undergraduate courses.

The Summer Program has been designed by the UC San Diego tutorial director. It is limited to twenty-five applicants who have been selected because of their need for additional enrichment, or who have been enrolled with an admissions variance. A per diem is awarded to each participant. Even though the course is highly structured, students have the opportunity to orient themselves to the medical school environment and the San Diego Community before regular classes commence.

There are two mechanisms for applying to the Summer Program. One is referral by the accepting medical school of minority students who would profit from this experience. The other is direct application from minority students desiring this additional exposure prior to matriculation. Interested applicants must submit a copy of their AMCAS application and verification of acceptance to medical school. No additional information is required. Applications are accepted as soon as verification of acceptance by a medical school can be established. First preference is given to students accepted by UCSD. The deadline for applications is May 1. Final selection is made by May 15.

Student Financial Assistance. Application fees may be waived for disadvantaged students when requested in writing. When numbers are sufficient, regional interviews can also be arranged.

Financial aid is awarded to students on the basis of demonstrated need. Intensive efforts are made to provide ample support for individuals from groups traditionally underrepresented in medicine.

A Special Admissions Support (SAS) Scholarship has been instituted with the support of our Financial Aid officer, as an incentive to recruit students from disadvantaged backgrounds who show great promise. This is being provided as a stimulus in securing an early decision to definitely matriculate into UCSD-SOM and not hold multiple acceptances. They will have the highest priority for funding throughout their medical school career.

Other Pertinent Information. About one quarter of the coursework is elective and selected by the student. Opportunities for the minority medical students to interact with physicians practicing in the minority communities through summer preceptorships are available beginning in the freshman year. In addition, the clinical clerkships may be in other areas of the country and can serve as a means to learn about internship opportunities.

University of California, San Francisco School of Medicine

Address inquiries to
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Associate Dean for Special Projects and Admissions or
Kathleen Plessas
Admissions Officer or
Dr. David F. Altman
Associate Dean for Student and Curricular Affairs
University of California, San Francisco
School of Medicine
San Francisco, California 94143
(415) 476-4044

Recruitment. The School of Medicine has a longstanding commitment to increasing the number of underrepresented racial/ethnic groups (Black American, Mexican American, American Indian, and mainland Puerto Rican). As a result, UCSF has had, over the last fifteen years, one of the highest minority enrollments of continental U.S. medical schools (with the exception of Howard and Meharry).

Faculty, administrative staff, students, and alumni of the School of Medicine participate in a variety of formal and informal recruitment activities. They serve as speakers or resource persons at minority pre-medical conferences, summer programs and scientific symposia. Medical School staff counsel prospective candidates and unsuccessful applicants. The school cooperates with minority student organizations to assist underrepresented applicants who are interviewed at UCSF. Medical School faculty serve as advisors and research preceptors in the UCSF Affirmative Action Summer Research Opportunity Program, for college students interested in academic health professional careers. They also participate in the UCSF Early Outreach Summer Residency Program for high school students (California residents only) who are interested in health science careers. In addition, the UCSF campus' Health Sciences Special Services Program (HSSSP) seeks to identify, inform and recruit potential health science students who are academically qualified but socio-economically disadvantaged. This campus recruitment program includes regular visits to colleges and universities in the State of California.

Admissions. Applicants requesting minority consideration are evaluated by members of the Admissions Committee who have expertise in the assessment of socioeconomically disadvantaged applicants.

Selection is based on an appraisal of both intellectual and personal characteristics which the Admissions Committee regards as desirable for prospective medical students and physicians. Each application is reviewed individually. Screening, based on the information provided in the AMCAS application occurs shortly after its receipt. Academic performance is evaluated in relation to background, with the aim of determining the influence of external factors on this parameter; therefore, non-traditional applicants should not be discouraged from applying. Applicants granted further consideration are requested to provide letters of recommendation, which also play a significant role in the selection process. Completed files are evaluated and a limited number of applicants are selected for interview. Personal interviews are required of applicants who pass the second screening. It is to applicants' advantage to be interviewed at UCSF. If this is not possible, interview reports from other medical schools are acceptable.

Nonresidents as well as California residents are encouraged to apply. About 15-20% of our entering students are from other states.

Successful applicants tend to have solid academic records; firm and clear motivation for medicine that is manifested in their work experience, activities, or interests; and outstanding personal qualities.

Academic Aid Programs. Individual tutors are provided as necessary, both during the summer and in subsequent quarters. During the same periods, instruction in study skills is offered to those students who need and wish such instruction. On an individual basis, a few students who will benefit from a decelerated course, in which an additional year is taken to complete the basic sciences, are permitted to do so.

Summer Programs. A summer program is made available to all new matriculants (limited to 45 students) at the University of California, San Francisco. The program lasts for seven weeks and instruction is given in gross anatomy and clinical correlations. The program is voluntary; however, students are encouraged to attend since it is felt that a reduced academic load and a period of interaction at the medical center might facilitate their transition to medical school.

Student Financial Assistance. The most financially needy students among those eligible for the Health Sciences Special Services Program are awarded application fee waivers, and for those admitted special HSSSP grants. In addition, the School of Medicine awards a number of special scholarships, based on academic achievement, to entering minority students. General financial support is available through the Financial Aid Office. Aid packages consist of a combination of loans, grants-in-aid, and scholarships.

Loma Linda University School of Medicine

Address inquiries to
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Associate Dean
Loma Linda University
School of Medicine
Loma Linda, California 92350
(714) 824-4466

Recruitment. The recruitment of disadvantaged students to the Loma Linda University School of Medicine is part of a commitment that extends throughout the school system sponsored by the Seventh-Day Adventist Church. High school level students are encouraged to pursue careers in science, and undergraduate college level students are notably oriented toward medical and paramedical fields. The School of Medicine sponsors a summer program for undergraduate juniors to bring them to the school and offers a mixed program of research, clinical clerkship exposure, gross anatomy, and neuroanatomy coursework and, a series of counseling and study skills workshops. This program utilizes minority faculty advisors and student tutors and because of the limited numbers is presently available for applicants from Oakwood College, a church sponsored college in Huntsville, Alabama primarily for black students. In addition, some members of the Admissions Committee regularly visit students at Oakwood College for recruitment purposes.

Admissions. Minority applicants are reviewed by the entire Admissions Committee and the Admissions Office staff. The committee includes student representation and minority faculty. Assessment of all applicants is based on the overall academic record, the pattern of academic performance, motivation extracurricular activities, ability to relate to people, emotional stability and life styles that are in accordance with the standards and policies of the school.

Academic Aid Programs. All students matriculating at the Loma Linda University School of Medicine have tutoring and other academic aid services available. These services are provided by a qualified professional counseling center, selected faculty, graduate students and quite often by interested and competent students. These resources help provide support to the student feeling the need for assistance.

Summer Programs. The summer program for recruitment purposes has recently been expanded to include some of the accepted freshman class members who come from disadvantaged and minority backgrounds. This program consists of motivational and study skills, counseling and workshops, exposure to a research lab for part of the summer, an introductory course in Neuroanatomy and various clinical clerkships.

It is felt that the disadvantaged student is often one who does not have exposure to many of the clinical aspects of the program and so considerable emphasis is placed on orienting the student to the clinical clerkship experience.

Student Financial Assistance. Application fees may be waived for disadvantaged students when requested in writing. Interview travel is usually not necessary as members of the Admissions Committee regularly travel to college sites throughout the nation.

Financial support is available to students on the basis of demonstrated need. A variety of funds are available for disadvantaged and minority students.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	245	130/115	—	27	15/12	—	186	128/58	—	22	14/8	—
Accepted	22	14/8	—	1	0/1	—	19	13/6	—	1	1/0	—
Matriculated	11	7/4	—	0	0/0	0	9	7/2	—	0	0/0	0
Enrolled												
First-Year	13	8/5	—	0	0/0	0	12	10/2	—	0	0/0	0
All Years	31	20/11	—	5	3/2	—	39	31/8	—	0	0/0	0
1984-85												
Applied	256	127/129	—	34	21/13	—	202	141/61	—	28	21/7	—
Accepted	16	11/5	—	1	1/0	—	23	17/6	—	0	0/0	0
Matriculated	7	4/3	—	0	0/0	0	11	8/3	—	0	0/0	0
Enrolled												
First-Year	10	5/5	—	0	0/0	0	11	8/3	—	0	0/0	0
All Years	35	22/13	—	3	1/2	—	40	30/10	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	4	7	8
American Indian	2	2	1
Mexican American/Chicano	10	7	8
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	290	156/134	—	25	11/14	—	186	125/61	—	34	18/16	—
Accepted	22	16/6	—	4	1/3	—	24	14/10	—	2	1/1	—
Matriculated	13	11/2	—	2	0/2	—	14	6/8	—	1	0/1	—
Enrolled												
First-Year	13	11/2	—	2	0/2	—	15	6/9	—	1	0/1	—
All Years	55	39/16	—	3	1/2	—	47	25/22	—	2	1/1	—
1984–85												
Applied	309	157/152	—	33	20/13	—	210	143/67	—	30	21/9	—
Accepted	22	13/9	—	4	4/0	—	21	16/5	—	3	2/1	—
Matriculated	12	7/5	—	4	4/0	—	13	11/2	—	3	2/1	—
Enrolled												
First-Year	12	7/5	—	4	4/0	—	13	11/2	—	3	2/1	—
All Years	54	35/19	—	6	4/2	—	52	31/21	—	4	3/1	—

— Indicates data are not available

Minority Students Graduated for the Academic Years 1983 to 1985

	1983–84	1984–85	1985–86 (est.)
Black American	15	13	9
American Indian	0	0	1
Mexican American/Chicano	6	8	15
Mainland Puerto Rican	1	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	146	85/61	—	11	7/4	—	60	43/17	—	12	6/6	—
Accepted	11	5/6	—	0	0/0	0	2	2/0	—	1	1/0	—
Matriculated	5	2/3	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	5	2/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	19	12/7	—	2	2/0	—	3	2/1	—	0	0/0	0
1984-85												
Applied	112	55/57	—	15	8/7	—	43	29/14	—	12	6/6	—
Accepted	12	9/3	—	0	0/0	0	1	1/0	—	0	0/0	0
Matriculated	7	6/1	—	0	0/0	0	1	1/0	—	0	0/0	0
Enrolled												
First-Year	7	6/1	—	0	0/0	0	1	1/0	—	0	0/0	0
All Years	21	15/6	—	1	1/0	—	1	1/0	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	8	4	6
American Indian	1	0	1
Mexican American/Chicano	3	0	0
Mainland Puerto Rican	0	0	0

University of Southern California School of Medicine

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School of Medicine
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Los Angeles, California 90033
(213) 224-7237

Recruitment. Consistent with the premise that the choice of career in the health professions requires early academic preparation and planning, the University of Southern California School of Medicine recruitment effort is multi-faceted and multi-leveled. Throughout the Med-Cor Program, which is concerned with identifying interested and talented high school and college students, an intensive program is conducted. The program consists of weekly science enrichment sessions throughout the school year. During the summer months, students work in health-related jobs in the Los Angeles County-University of Southern California Medical Center. At the undergraduate level, an active recruitment program is conducted through regular visits to local colleges and universities as well as liaison with pre-medical advisors and student organizations.

The Health Professional Preparation Program (HEPP) has two phases. The first is an eight-week summer studies schedule and the second is tutorial assistance that will extend over the freshman year. Throughout the entire time each student will have the opportunity to observe clinical medical practices at USC/LAC Medical Center. The summer is devoted to the study of biology, chemistry, mathematics and writing with the goal of preparing the students to enter regular college classes in September.

Admissions. The Committee on Admissions considers all qualified applicants. Each applicant is assessed on the basis of his/her potential as a physician.

The director of the Office of Minority Affairs is a member of the Admission and Screening Committee.

All qualifying minority students are interviewed at the University of Southern California School of Medicine. Great care is taken to ensure that qualified students from disadvantaged backgrounds are accepted to USC.

There are eighteen members of the Admissions Committee and student representatives from second, third and fourth year sit on the Committee. Permanent members of the Committee include: Dean of Admissions, Chairman of Admissions, and the Director of the Office of Minority Affairs.

Academic Aid Programs. Throughout the academic year, tutoring services are provided for all students.

Complete advisement and retention activities are offered to all Medical School matriculants.

Summer Program. This summer we will also be instituting a program for incoming freshmen that will give them a four week projection of the first year curriculum.

Student Financial Assistance. Limited monies are available for tuition through privately endowed scholarships. Students have access to several low interest loan funds.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	184	94/90	—	23	12/11	—	168	119/49	—	22	11/11	—
Accepted	14	10/4	—	2	1/1	—	19	11/8	—	2	1/1	—
Matriculated	5	4/1	—	0	0/0	0	1	1/0	—	1	1/0	—
Enrolled												
First-Year	6	5/1	—	0	0/0	0	2	2/0	—	1	1/0	—
All Years	15	11/4	—	0	0/0	0	19	16/3	—	1	1/0	—
1984-85												
Applied	189	92/97	—	27	15/12	—	171	116/55	—	13	8/5	—
Accepted	14	11/3	—	1	1/0	—	20	12/8	—	1	1/0	—
Matriculated	1	1/0	—	0	0/0	0	1	1/0	—	0	0/0	0
Enrolled												
First-Year	1	1/0	—	0	0/0	0	2	2/0	—	0	0/0	0
All Years	12	9/3	—	0	0/0	0	17	14/3	—	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	4	4	1
American Indian	0	0	0
Mexican American/Chicano	6	9	4
Mainland Puerto Rican	0	0	0

Stanford University School of Medicine

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Dr. Roger A. Peeks
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Stanford University
School of Medicine
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(415) 497-6861 or 6951

Recruitment. The Stanford University Medical School sends recruiters (faculty and students) to a number of summer programs in which minority premedical students are enrolled. In addition, we have participated in career day programs throughout the country.

Yearly we send specially prepared brochures describing our program to a large number of minority students on the Med-MAR list. Our students are encouraged to inform minority students at their own undergraduate colleges about our program.

Admissions. The Stanford University Medical School's minority admissions program was established in 1968 as a result of a policy approved and adopted by the Medical School's Faculty Senate. This policy statement was reviewed in 1973 with the goal of increasing the representation of minorities in the Medical School. It was again reviewed in 1978, and the commitment of the School to the education of minorities was reconfirmed.

Applications from minority candidates are currently evaluated by two members of the Admissions Panel (which includes minority students and faculty representatives) to determine whether an interview should be granted. Each application from a minority also is reviewed by a Minority Advisory Panel. Only completed applications are considered. A completed application consists of the AMCAS application form, supplementary information form, $55.00 application fee (or fee waiver), and three letters of recommendation. Fee waivers are granted automatically if applicants have been approved for an AMCAS fee waiver. They will also be granted to applicants who can provide a letter from the financial aid officer at their undergraduate institution stating that payment of the application fee would constitute a financial hardship. Applicants who apply to the Medical Scientist Training Program (MSTP) must also complete that application before their application to the Medical School will be considered complete. Applications not completed by given deadlines are withdrawn from consideration.

Academic factors employed in evaluation are the applicant's GPA and MCAT scores, interpreted in the light of the applicant's opportunities and experiences. Candidates whose overall evaluations are strong, will be interviewed by two members of the Admissions Panel. Through the interview, the Admissions Panel also reviews personal factors which it considers are indicative of a high potential for innovative contributions in medicine. After these interviews, the Committee evaluates and votes on each applicant. Candidates are then ranked by the Committee, and letters of acceptance are sent on the basis of this ranking. In 1982, 16 minority students matriculated in the first year class of 86 students.

Academic Aid Programs. As a result of a change of policy implemented with the class entering in 1984, Stanford has a formal, required curriculum which includes two years of basic preclinical training followed by two years of clinical experience. However, the curricular plan gives students the option of extending their period of study to 5 or more years. This arrangement allows students to enrich their training with research or other types of experience and, in addition, offers them the possibility of adjusting their academic load according to their individual needs and capacities.

If academic difficulties arise, tutorial assistance is available to help students improve their performance. Instruction is also available on the general problems of time management and study skills. Peer study groups are also an important source of help to minority students. Since 1968, 257 minority students have been admitted and eight have been lost as a result of academic difficulties.

Summer Programs. In 1984, Stanford University School of Medicine started an early matriculation summer program. The program is designed for disadvantaged students who have been accepted and will attend Stanford. The Summer Program includes preclinical coursework and opportunities to engage in research activities with faculty members. Further information may be obtained by contacting the Director of Admissions or either of the two Assistant Deans.

Student Financial Assistance. Applicants are accepted without consideration of their ability to meet the expenses of attending the School. Available funds, both grant and loan, are distributed among the M.D. candidates solely on the basis of need, the primary determinant of which is the Graduate and Professional School Financial Aid Service (GAPSFAS). All students at the School of Medicine are considered to be parental dependents. Eligibility for aid is assessed according to budgets that are standardized for various living situations. Any expenses in excess of the standard budget are reviewed separately. There can be no assurance that funds to cover these will be made available, but as many legitimate expenses as possible will be covered if resources permit. Approximately 80 percent of the student body receives some sort of financial assistance.

Other Pertinent Information. The Stanford University Medical School provides an environment where the individual is judged on intellectual and academic merits. Training is rigorous and every student is expected to develop a sound basis of professional competence. However, Stanford does not wish to mold its students into a specific kind of professional person; instead the aim is to help students achieve and sharpen their own unique professional capabilities and to develop an inquiring and critical approach to medicine in tune with their individual interests. Because of our commitment to seeing increased representation of minorities on medical school faculties in the future, special efforts are made to increase our students' awareness of the opportunities open to them in careers in academic medicine. Our Admissions Committee recruits outstanding minority applicants with a potential for leadership in medicine and makes every effort to identify those with promise for an eventual academic career.

Stanford Medical School is situated on the campus of the University, and it is possible for medical students to take academic work in other schools on campus, concurrently with their medical studies. It is hoped that students will make use of this possibility together with the flexibility of the Medical School curricular schedule, to develop other academic interests relevant to their long-term goals in medicine.

Stanford is world-renowned for the quality of the its clinical care. It receives referral cases on a nationwide and, indeed, on a world-wide basis. It offers medical students excellent opportunities for clinical training through clerkships, not only at the Stanford University Hospital but also at the Santa Clara Valley Medical Center (a county hospital), the Palo Alto Veterans Administration Medical Center, the Childrens' Hospital at Stanford, the Kaiser Permanente Hospital (an HMO hospital), and the San Jose Hospital (a private community hospital). Overall, these facilities provide nearly 2,100 teaching hospital beds. Students also have the opportunity to take clerkships in other approved institutions either in the U.S. or abroad. They may also gain experience of primary care at community clinics, including the Drew Clinic and the Alviso Clinic which mainly serve Black and Chicano populations. These clinical experiences have allowed Stanford minority students to enter some of the most prestigious residency training programs in the U.S.

University of Colorado Health Sciences Center

Address inquiries to
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Director
Office of Minority Student Affairs
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Health Sciences Center
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Recruitment. The University of Colorado Health Sciences Center's (UCHSC) Office of Minority Student Affairs (OMSA) is a centerwide office servicing UCHSC's School of Medicine as well as the other programs and schools at the Health Sciences Center.

The Office of Minority Student Affairs has been in existence since 1972. The Office was established to rectify the disproportionate number of minority students admitted to health science programs. The OMSA has three basic objectives: 1) to discover, motivate, develop, and sustain the interest of post-secondary minority and disadvantaged students in a health/science career; 2) to increase the number of qualified minority students admitted to the University of Colorado Health Sciences Center programs; and 3) to provide optimal conditions for these students to complete their professional training.

The staff of the OMSA visits the 26, two and four year academic institutions in Colorado during the school year. These recruitment efforts take the form of field visitations, class presentations, and career day activities. OMSA staff are accompanied by minority medical students and in many instances faculty representatives.

Admissions. The admissions committee is composed of some 20 basic science, clinician, and community practitioners. The faculty members have a variety of educational, cultural, and professional backgrounds. The committee is chaired by the Associate Dean of Admissions, School of Medicine. There are 117-125 students admitted to UCHSC's School of Medicine each year. There is a strong commitment to admit and graduate ethnic minority and disadvantaged students. To this end a significant portion of each matriculating class is comprised of minority students.

With respect to the criteria, both cognitive and non-cognitive factors are considered relative to the admissions process. Specifically, criteria such as overall GPA, science GPA, senior year GPA, MCAT scores, ethnicity, medically related work experience, and two personal interviews are quantified and integrated into a formula with a resultant score that in large part determines an applicant's suitability for medical school at the Health Sciences Center. There is flexibility in the process in that the students, both minority and nonminority alike, with the highest scores are not necessarily the individuals who ultimately matriculate into UCHSC's School of Medicine.

Academic Aid Programs. The OMSA has a full-time staff component for retention. The Learning Assistance Coordinator is responsible for assisting medical students in a variety of areas including: learning assistance, study skills, test-taking anxiety, notetaking, refining oral and written communication skills, and advocacy. In addition, this individual, along with OMSA counselors, assists students with personal, academic, and financial concerns.

The services provided are available to all medical students. However, the focus is on minority and disadvantaged students. More specifically, tutorial programs (group and individual); student advocacy, including the extended curriculum program (three years to complete the traditional two-year basic science curriculum), and liaison for minority students with faculty and administration; and National Board review and preparation esssions have been designed for the express purpose of providing academic reinforcement and support for minority medical students.

Summer Program. The UCHSC School of Medicine offers an eight week summer course for matriculating UCHSC minority medical students. The course, entitled "Introduction to Medical Science," is an intensive exercise that covers a variety of subjects including the following: study skills (including medical terminology), review of chemistry, biochemistry, biophysics and genetics, embryology, neuroanatomy, gross anatomy, and physiology. The course is designed to increase the level of preparation for those minority students who are considered to be lacking in certain undergraduate academic areas. In addition, the summer course is instrumental in helping these individuals adapt to the rigors of a medical school curriculum.

Student Financial Assistance. Financial aid generally consists of a combination of long-term low interest loans, grants and in some cases part-time employment. All financial aid is awarded on the basis of financial need. Financial need is defined as the difference between the cost of attendance as defined by the institution (tuition and fees, books and supplies, room and board, transportation and essential incidental expenses) and total resources available to the student. All applicants for aid must be admitted to a professional program or be degree candidates, and registered as full-time students to be eligible for financial aid.

Financial aid applications can be obtained in the Office of Financial Aid. Applications are not available to students who have not been officially accepted to a program at the Health Sciences Center.

The deadline for submitting applications for financial aid is April 1 preceding the academic year for which assistance is desired or 30 days after the date of the letter of acceptance for entering students. Late applications will be accepted and considered after those received by the deadlines.

For inquiries and requests contact: Office of Financial Aid, University of Colorado Health Sciences Center, 4200 E. Ninth Ave., Box A-088, Denver, CO 80262 or call (303) 394-8364.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	356	198/158	—	42	20/22	—	200	134/66	—	35	21/14	—
Accepted	27	18/9	—	4	3/1	—	24	19/5	—	1	0/1	—
Matriculated	8	5/3	—	2	2/0	—	7	6/1	—	0	0/0	0
Enrolled												
First-Year	8	5/3	—	2	2/0	—	7	6/1	—	0	0/0	0
All Years	37	23/14	—	7	5/2	—	46	28/18	—	1	0/1	—
1984-85												
Applied	394	205/189	—	41	23/18	—	229	158/71	—	34	22/12	—
Accepted	13	11/2	—	3	3/0	—	14	12/2	—	1	1/0	—
Matriculated	2	1/1	—	3	3/0	—	6	6/0	—	0	0/0	0
Enrolled												
First-Year	2	1/1	—	3	3/0	—	6	6/0	—	0	0/0	0
All Years	32	21/11	—	9	7/2	—	41	27/14	—	1	0/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	8	6	5
American Indian	0	3	0
Mexican American/Chicano	10	10	7
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	37	12/25	—	8	6/2	—	31	23/8	—	1	1/0	—
Accepted	5	2/3	—	0	0/0	0	6	3/3	—	0	0/0	0
Matriculated	3	1/2	—	0	0/0	0	4	3/1	—	0	0/0	0
Enrolled												
First-Year	4	2/2	—	0	0/0	0	4	3/1	—	0	0/0	0
All Years	9	3/6	—	3	1/2	—	20	11/9	—	1	0/1	—
1984-85												
Applied	27	15/12	—	10	7/3	—	31	17/14	—	3	1/2	—
Accepted	4	3/1	—	2	1/1	—	4	1/3	—	0	0/0	0
Matriculated	2	1/1	—	1	0/1	—	4	1/3	—	0	0/0	0
Enrolled												
First-Year	4	2/2	—	1	0/1	—	4	1/3	—	0	0/0	0
All Years	9	4/5	—	3	1/2	—	19	11/8	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	2	2	1
American Indian	1	0	2
Mexican American/Chicano	4	6	4
Mainland Puerto Rican	1	0	0

University of Connecticut School of Medicine

Address inquiries to
Dr. James C. Hogan, Jr.
Director, Minority Student Affairs
The University of Connecticut
Health Center
AM016
Farmington, Connecticut 06032
(203) 674-3483

Recruitment. The University of Connecticut School of Medicine actively recruits minority group and disadvantaged applicants. Visits to area institutions, attendance at recruitment programs and use of community resources are some of the methods used to interest qualified applicants in our programs. Our own students are actively encouraged to participate in the recruitment program.

Admissions. Candidates for admission receive a thorough and sensitive review and are selected on a competitive basis. All applicants from minority group and disadvantaged backgrounds are reviewed early in the admissions process.

Academic Aid Programs. A tutorial program subsidized by the Dean's office is available. A special self-help program operated by the UCONN SNMA chapter is in operation.

Summer Programs. A new program, A Scholars Training Academy, which provides enrichment in advanced course in Mathematics, English and the Basic Sciences is an HCOP supported program sponsored by the University's Health Center for undergraduate minority students interested in Dental Medicine, Medicine and Pharmacy. The eight week experience will provide an $800.00 stipend to successful applicants who will be in their prefreshman, postfreshman or postsophomore stages of undergraduate training at the time the program is offered. Room and board gratis; Connecticut residents preferred but out-of-state applications are encouraged.

A Minority Scholars Institute which simulates the first year of Basic Medical Sciences is sponsored by the University's Health Center for undergraduate minority students interested in medicine and dental medicine. This eight week program provides a $1000. stipend to competitive 2nd and 3rd year students. Room and board gratis; Connecticut residents preferred.

Student Financial Assistance. The application fee of $35.00 may be waived. The financial aid program available for all students has, in the past, been able to meet approximately 85-90% of estimated financial need. Financial aid packages typically consist of scholarships, tuition remissions, and loans. Scholarship funds are available to first-year and continuing minority students.

Other Pertinent Information. The University of Connecticut is a small institution, 80 per class, where the student does not get lost in the institutional shuffle. A counseling and adult development program is available to all students. A student based tutorial program is also available.

Yale University
School of Medicine

Address inquiries to
Dr. Thomas L. Lentz
Assistant Dean for Admissions
Yale University
School of Medicine
L207 SHM
333 Cedar Street
New Haven, Connecticut 06510
(203) 785-2643

Recruitment. Because the Yale University School of Medicine receives a substantial number of minority group applications, a specific and separate minority student recruitment effort is not carried out. Instead, minority recruitment is carried out in the context of total recruitment efforts. Qualified members of all minority groups are encouraged to apply. The Chairman of the Committee on Admissions, other faculty members, and students periodically visit colleges and universities or attend minority conferences to talk to minority students and inform them about our school.

Admissions. Minority applications are considered by the same general procedures as all applications and within the context of the larger Admissions Committee activities. There are three minority faculty members on the Admissions Committee, and two to three other minority faculty members are involved in interviewing applicants. The minority interviewers and Admissions Committee constitute an informal subcommittee which advises the full committee on minority issues. At least one of a minority applicant's interviews is with a minority member of the committee. Minority applicants are invited to meet with and have lunch with minority students.

Academic Aid Programs. Any student who has difficulty or wishes assistance during the first year of medical school, or at any time thereafter, can receive tutorial assistance from a faculty member. The Yale Program of Medical Education offers the student considerable freedom for individual curriculum planning according to the ability and interests of the student. The student is encouraged to advance at his or her own pace. Grades are not given and rank order not established at Yale. Evaluation of achievement is based primarily on the intimate acquaintances of faculty members with each student and their appraisal of the student's progress. In addition, other options may be used for evaluation, including seminars, term papers, or oral or written examinations.

Summer Programs. There is no academic reinforcement program during the summer prior to matriculation at Yale.

Student Financial Assistance. The application fee is generally waived if requested by the student's present financial aid officer. Financial assistance is not available for interview trips, but if the applicant lives a long distance from Yale, we will make arrangements to have the interview conducted in his/her area. All students are eligible for financial assistance while in medical school according to need. The Graduate and Professional School Financial Aid Service (GAPSFAS) is used to establish financial need. The total budget, including tuition, room, board, and all other expenses, for a single first year student in 1984-85 is $18,120. Aid is based on the difference between this budget and the GAPSFAS determination of parents and student expected contribution. The first $12,000 of needed assistance is given in the form of loans and above that amount is given in the form of scholarships.

Georgetown University, Washington, D.C.
School of Medicine

Address inquiries to
Dr. Arthur Hoyte
Director
Office of Programs for Student
Development and Community Affairs
Georgetown University
School of Medicine
3900 Reservoir Road
Washington, D.C. 20007
(202) 625-2519 or 2496

Recruitment. The recruitment of minority students is national in focus. Staff and faculty members participate in many recruitment programs throughout the country. However, particular emphasis is given to the recruitment of students from the Washington, D.C. area.

Admissions. A subcommittee of the Committee on Admissions does the initial screening of all applicants who indicate they wish minority consideration. There is minority representation on the subcommittee and its members are members of the Committee on Admissions. All final decisions on applications are made by the Committee on Admissions.

The Committee on Admissions is made up of Georgetown University faculty and student representatives. Applicants who are invited to interview are interviewed individually by two faculty members. Information generated during the interview and all of the application materials are reviewed by the full Committee on Admissions. Cognitive as well as non-cognitive factors are considered in an attempt to select applicants with a potential for leadership in the profession. The School of Medicine and the Committee on Admissions are committed to maintaining a diverse student body and to increasing the numbers of physicians from groups currently under-represented in the field of medicine.

Academic Aid Programs. The Committee on Admissions attempts to select students who have demonstrated academic capability and may extend invitations to a few highly selected individuals to participate in the Georgetown Experimental Medical Studies program (GEMS). GEMS candidates are applicants who show promise of excelling in medical school and the practice of medicine. They must be U.S. citizens from ethnic minority groups currently underrepresented in medicine. The focus of the minority recruitment effort for this program is on students who are legal residents of the Washington Metropolitan area or who attend, or who have attended secondary school or college in the Washington Metropolitan area. Students selected to the GEMS program are offered an opportunity to complete requirements for the M.D. degree in five years. The GEMS program is experimental and individuals who are District of Columbia residents or attending undergraduate schools in the Washington metropolitan area. The contact person for the GEMS program is Joy P. Williams, Georgetown University School of Medicine, Office of Programs for Student Development and Community Affairs, 3900 Reservoir Road, N.W., Washington, D.C., 20007 (202-625-2519).

The faculty of the School of Medicine is strongly committed to the academic development of all of its students, and individual faculty members are generally available to conduct group and individual tutorials.

Summer Programs. It is anticipated that the Georgetown University School of Medicine will sponsor the following programs during the summer of 1986: An Agnes and Eugene Meyer Foundation academic enrichment program for students enrolled in the second year of the Georgetown Experimental Studies Program. Two NIH funded basic science research programs. One of the programs is directed towards Year-One and Year-Two GEMS participants and the second is directed towards minority students attending District of Columbia high schools. A special work-study experience for 25 District of Columbia summer youth employment participants.

Student Financial Assistance. Application fees may be waived by the Dean of Admissions upon request and justification of need for financially disadvantaged applicants.

Financial aid is awarded to students on the basis of need. Financial aid funds are limited, but the services of the Financial Aid Office are available to assist accepted students to develop plans for managing their financial obligations.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	97	43/54	18	6	3/3	0	10	7/3	0	16	8/8	0
Accepted	7	4/3	100	0	0/0	0	0	0/0	0	2	1/1	0
Matriculated	4	3/1	100	0	0/0	0	0	0/0	0	2	1/1	0
Enrolled												
First-Year	4	3/1	100	0	0/0	0	0	0/0	0	2	1/1	0
All Years	10	4/6	100	0	0/0	0	0	0/0	0	4	2/2	50
1984-85												
Applied	103	44/59	24	3	1/2	67	8	5/3	0	14	8/6	36
Accepted	13	5/8	77	0	0/0	0	0	0/0	0	4	3/1	75
Matriculated	3	0/3	100	0	0/0	0	0	0/0	0	1	1/0	100
Enrolled												
First-Year	5	2/3	100	0	0/0	0	0	0/0	0	1	1/0	100
All Years	13	5/8	100	0	0/0	0	0	0/0	0	5	3/2	80

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86
Black American	1	3	1
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	1	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/Women	% State Residents	Total	Men/Women	% State Residents	Total	Men/Women	% State Residents	Total	Men/Women	% State Residents
Applied	144	78/66	—	5	3/2	—	22	12/10	—	24	15/9	—
Accepted	23	14/9	—	1	1/0	—	0	0/0	0	1	0/1	—
Matriculated	9	4/5	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	9	4/5	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	43	20/23	—	0	0/0	0	2	2/0	—	1	1/0	—
1984-85												
Applied	144	71/73	—	8	6/2	—	17	11/6	—	21	14/7	—
Accepted	17	7/10	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	8	1/7	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	8	1/7	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	39	16/23	—	0	0/0	0	2	2/0	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	9	12	13
American Indian	0	0	0
Mexican American/Chicano	0	2	0
Mainland Puerto Rican	2	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	324	158/166	—	13	7/6	—	58	33/25	—	23	13/10	—
Accepted	18	12/6	—	1	0/1	—	0	0/0	0	2	2/0	—
Matriculated	10	7/3	—	1	0/1	—	0	0/0	0	1	1/0	—
Enrolled												
First-Year	10	7/3	—	1	0/1	—	0	0/0	0	1	1/0	—
All Years	39	20/19	—	1	0/1	—	2	2/0	—	2	2/0	—
1984-85												
Applied	365	172/193	—	22	12/10	—	55	40/15	—	35	24/11	—
Accepted	20	8/12	—	1	1/0	—	3	1/2	—	0	0/0	0
Matriculated	10	5/5	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	10	5/5	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	32	19/13	—	1	0/1	—	1	1/0	—	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	14	6	7
American Indian	0	0	0
Mexican American/Chicano	0	1	0
Mainland Puerto Rican	1	0	0

The George Washington University School of Medicine and Health Sciences

Address inquiries to
Dr. Carole E. Horn
Director of Admissions
The George Washington University
School of Medicine and Health Sciences
2300 Eye Street, N.W.
Washington, D.C. 20037
(202) 676-3506

Recruitment. Although there are no national recruiting drives, members of the Committee on Admissions have visited selected schools to discuss our program with minority students.

Admissions. The Committee on Admissions seeks a balanced but heterogeneous student body of gifted, humanly sensitive, mature individuals who will excel in the art as well as the science of medicine. Decisions are based on a multiplicity of factors in order to identify a diverse group of individuals best suited to our program of medical education.

There is no discrimination in the selection process because of race, sex, color, religion, or national or regional origin. The School of Medicine and its Committee on Admissions is committed to increasing numbers and proportions of students from ethnic, racial, and socioeconomic groups currently underrepresented in the field of medicine and to continue to seek out qualified applicants from the District of Columbia.

The Admissions Committee has developed an admissions brochure in lieu of the usual medical school catalogue in order to explicitly describe the selection process at this institution. This is sent to all applicants, but interested students are invited to write to the Office of Admissions for a copy of this brochure prior to application.

The Admissions Office suggests that you submit applications and all requested material as early as possible. In this way, the Committee has ample time to review your biographical data and personal comments, and evaluate non-cognitive factors such as your motivation, interest in medicine, and dedication. Your personal comments are an important element in our evaluation of your personal characteristics.

Academic Aid Programs. The Committee on Admissions' position has been to attempt to select those applicants—minority or otherwise—who demonstrated the academic promise and commitment to complete the course of study successfully. This policy, as well as active participation of students and faculty, has kept the number of students who experience academic difficulties low. Those who do are offered an opportunity to rectify a deficiency through summer remedial work supervised by the faculty. Also, in order to offer students with great personal promise but less well proven academic ability an opportunity to study medicine, the University may offer five positions each year to students then permitted to take two first-year medical school courses as Division of University students; if they perform satisfactorily, they are invited to join the next year's entering medical school class. No one may apply for this program. Those invited are chosen from a group denied admission for academic reasons but cited by the Committee as otherwise outstanding.

Student Financial Assistance. Financial aid is awarded to students on the basis of need. This is the prime criterion for assistance. The school's financial aid funds are limited, but the services of the Financial Aid Office are available to assist accepted students to develop plans to meet their financial obligations.

The application fee is waived for disadvantaged students. The Admissions Committee will utilize regional (alumni) interviewers to avoid having disadvantaged applicants travel to the medical center from substantial distances.

Howard University College of Medicine

Address inquiries to
Mr. Sterling M. Lloyd, Jr.
Assistant Dean for Student Affairs
Howard University
College of Medicine
520 W Street, N.W.
Washington, D.C. 20059
(202) 636-6270

Recruitment. Recruitment activities are coordinated by the Assistant Dean for Student Affairs and the staff of the Admissions Office. Efforts are made to achieve more effective communication between the College, premedical students, and their advisors. The College conducts fall, winter, and spring undergraduate premedical student recruitment efforts, including travel to colleges and universities in various geographic locations across the nation. These efforts are aimed at identifying potential minority student applicants at an early stage in their college careers and at working to increase the representation of black and other disadvantaged students in the medical profession.

Another important facet of recruitment trips is the highlighting of Howard's special biomedical programs, e.g., early admission, the academic reinforcement program for admitted students, the M.D.-Ph.D. program, the Center for Sickle Cell Disease, and other related projects which may be of particular interest to minority applicants. The College of Medicine also sponsors an annual breakfast for premedical students which serves as an orientation to the medical school application process in general and includes presentations and an informal question and answer period devoted to the Howard University College of Medicine.

Although the recruitment activities have operated primarily at the undergraduate level, some of the efforts are aimed at the high school student.

Since Howard University is historically and primarily a minority institution, it is obviously concerned with focusing attention on developing the premedical resources in minority group communities. The College of Medicine has a sincere commitment to identify, at the earliest stage of undergraduate training, the highly motivated and academically qualified minority student who has expressed an interest in pursuing a medical career.

Admissions. The primary mission of the College of Medicine is to train physicians to practice in medically underserved communities and facilities. Our admissions policies and procedures are in accord with this mission. The College has been historically and traditionally a predominantly black institution. Minorities comprise 90% or more of the students enrolled.

Academic Aid Programs. The tutorial program for all basic science courses has existed at the Howard University College of Medicine since 1963. It has now been extended to the clinical courses in preparation for the second part of the National Board Medical Examinations. Tutorial sessions are held throughout the week in the early evening hours and on Saturday mornings.

Summer Programs. The Preliminary Academic Reinforcement Program for selected incoming medical freshmen was organized during 1971 and has continued each successive summer. In order to enhance the academic preparation of students, courses in basic skills such as advanced mathematics, reading proficiency, organization of study habits, and communication skills are presented. Course materials in the basic sciences of medicine are designed to fill conceptual gaps that might exist from previous training. Teaching occurs in small groups. This program is designed and implemented for students who have already been accepted into the College of Medicine.

The Directed Study Program consists of organized reviews of the basic science subjects for medical students who obtained grades of U (unsatisfactory) during the regular school year in one or two subjects. Broad faculty participation in this program occurs and departments assign coordinators and counselors to the tutors of the directed study courses.

Student Financial Assistance. Approximately 85% of the students enrolled in the College of Medicine receive some sort of financial assistance. During the school year 1984-85 approximately $4.3 million was provided to students for financial aid. Financial aid awards are based on an analysis of each student's needs. This is accomplished with the assistance of the Graduate and Professional School Financial Aid Service (GAPSFAS) and the College of Medicine's Financial Aid Committee. The College attempts to insure that all its minority students have the financial resources to meet the costs of attendance.

Since a large number of our applicants are members of minority groups, we do not waive the application fee and do not provide financial assistance for interview travel.

University of Florida College of Medicine

Address inquiries to
Mr. Willie J. Sanders
Director of Minority Relations
University of Florida
College of Medicine
Box J-202, JHMHC
Gainesville, Florida 32610
(904) 392-3015

Recruitment. The College of Medicine actively recruits minority undergraduates from the State of Florida and the Greater Southeast Region of the United States. Visits are made to undergraduate colleges, including several traditionally Black colleges. Our first and second-year students play an integral role by participating in recruitment visits, particularly on visitations to colleges of which they are alumni.

Once a year we have a "Teach-In," where high school and community college students from Florida are brought to the Health Center complex and introduced to various aspects of the health professions.

Admissions. We do not offer a separate minority admissions committee. Every effort is made to have minority students interviewed by minority members of the committee. Also every consideration is made to review students' MCAT and G.P.A. on a comparative basis with the MCAT and G.P.A. of other medical students who attended their undergraduate college or who are currently enrolled in the College of Medicine.

Selected students who participate in the Florida State University program on the campuses of Florida State and Florida A & M in Tallahassee receive secure admission to year two at the University of Florida College of Medicine.

Academic Aid. Supportive Services are offered such as improving study and reading skills, note-taking, test-taking and anxiety reduction.

Summer Program. A summer workshop for new matriculants is sponsored annually by the College of Medicine's minority students. The workshop is funded by grants from the Office of the Dean and DHHS. The workshop's objectives are: 1) to offer introductory courses in anatomy and biochemistry, 2) to develop study techniques, 3) to aid students in adjusting to the Health Center complex and to meet the other Black and minority students in their class, and 4) to prepare students to deal with a flexible curriculum in an effective manner.

Student Financial Assistance. Every effort is being made to meet every student's financial need through scholarships and loans.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	268	127/141	12	10	6/4	—	50	28/22	—	22	16/6	—
Accepted	22	6/16	32	1	1/0	—	3	3/0	—	2	2/0	—
Matriculated	6	2/4	50	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	9	3/6	33	0	0/0	0	0	0/0	0	0	0/0	0
All Years	26	11/15	31	1	1/0	—	0	0/0	0	3	3/0	—
1984-85												
Applied	322	152/170	11	17	10/7	—	46	33/13	—	38	25/13	—
Accepted	18	9/9	28	1	1/0	—	2	2/0	—	0	0/0	0
Matriculated	5	4/1	20	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	5	4/1	20	0	0/0	0	0	0/0	0	0	0/0	0
All Years	26	16/10	—	1	1/0	—	0	0/0	0	2	2/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86
Black American	4	5	9
American Indian	0	1	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	1	0	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	1720	878/842	5	21	11/10	0	51	33/18	0	27	14/13	0
Accepted	281	143/138	6	2	1/1	0	1	1/0	0	0	0/0	0
Matriculated	95	48/47	12	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	101	52/49	11	0	0/0	0	0	0/0	0	0	0/0	0
All Years	379	181/198	13	0	0/0	0	1	0/1	0	1	1/0	0
1984–85												
Applied	1786	866/920	4	15	10/5	0	52	32/20	0	44	30/14	0
Accepted	261	130/131	6	0	0/0	0	2	1/1	0	2	1/1	0
Matriculated	91	45/46	11	0	0/0	0	0	0/0	0	2	1/1	0
Enrolled												
First-Year	102	50/52	13	0	0/0	0	0	0/0	0	2	1/1	0
All Years	377	186/191	14	0	0/0	0	0	0/0	0	2	1/1	0

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	83	97	75
American Indian	0	0	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	1	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	131	70/61	—	5	4/1	—	13	9/4	—	23	13/10	—
Accepted	14	7/7	—	0	0/0	0	1	1/0	—	1	1/0	—
Matriculated	5	3/2	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	7	3/4	—	1	1/0	—	0	0/0	0	0	0/0	0
All Years	39	26/13	—	1	1/0	—	0	0/0	0	1	0/1	—
1984–85												
Applied	172	86/86	—	12	8/4	—	9	6/3	—	23	14/9	—
Accepted	13	5/8	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	10	5/5	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	10	5/5	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	34	21/13	—	1	1/0	—	0	0/0	0	1	0/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	13	8	10
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	1	0

Florida State University
Program In Medical Sciences

Address inquiries to
Dr. Robert H. Reeves
Director
Program in Medical Sciences
036 MON—Florida State University
Tallahassee, Florida 32306
(904) 644-1855

The Florida State University Program in Medical Sciences is an interinstitutional program in which medical students complete the preclinical sciences (except systemic pathology) at Florida State and Florida A and M Universities in Tallahassee, and the clinical sciences at the University of Florida in Gainesville. Since the program is integrated with the baccalaureate curricula, selection of medical students in within the Florida State University and Florida A and M undergraduate student bodies only. Inquiries can also be addressed to Dr. Lynette Padmore, Florida A & M University, Student Affairs, Tallahassee, Florida 32306.

University of Miami School of Medicine

Address inquiries to
Dr. Robert L. Bragg
Associate Dean for Special Projects
University of Miami
School of Medicine
P.O. Box 016159
Miami, Florida 33101
(305) 549-6336

Recruitment. Students, faculty and members of the administration visit various college campuses in the Southeast to recruit students. In addition to this, the Associate Dean for Special Projects tries to visit the predominantly Black colleges and universities in the State of Florida as well as some of these institutions in the southeast to recruit minority and disadvantaged students. These visits may occur on "career days" depending upon the convenience of the schools and the schedule of the Associate Dean for Special Projects. We attempt at these visits to have as many premedical and science major students present as possible along with faculty advisors, science teachers, etc., to discuss with the group the requirements for admission to medical schools, the planning of necessary courses prior to taking the MCAT, etc.

Admissions. Each completed application is reviewed by a screening committee, all of the members of which are regular members of the Admissions Committee. These screened applications in turn are reviewed by the members of the Admissions Committee. Any member of the Admissions Committee may bring up for discussion any applicant. The decisions to accept, place on the alternate list and to reject are then made by the members of the Admissions Committee. Members of various minority groups serve as regular members of the Admissions Committee of the School of Medicine. The committee receives advice on applicants from the Committee on Minority Affairs. Frequently, members of the Minority Affairs Committee interview various applicants to the School of Medicine.

Academic Aid Programs. We are currently offering a systematic program of tutorial work for enrolled minority students who might need assistance, and we have developed a system whereby these students are identified early in their first semester. A system of volunteer tutors from the faculty and student body has been established for one-to-one tutorial sessions with minority students currently enrolled. By recommendations from the indicated promotions committee, flexible curriculum schedules may be offered to a student.

Summer Programs. In July, 1977 the School of Medicine initiated a summer program to motivate high school and college students to pursue careers in the health sciences. The program for high school students was discontinued in 1980 in order to focus the School's resources on college level students. This program allows the participants to gain a better understanding of the requirements in the various health science careers. The college program is a mini-medical school experience with the participants enrolled in Reading and Study Skills, Gross Anatomy, Histology, Microbiology and Biochemistry. The courses are taught by medical school faculty. Each of the participating students receives a stipend. This summer program is a fulltime seven week, five days a week program. The Associate Dean for Special Projects is the Project Director.

Student Financial Assistance. Considerable financial aid is provided to students who demonstrate financial need through the Office of Loans and Scholarships.

Other Pertinent Information. The University of Miami School of Medicine is also making efforts to effect change through the identification and recruitment of faculty from minority groups.

University of South Florida
College of Medicine

Address inquiries to
Dr. Julian J. Dwornik
Deputy Dean for Admissions
University of South Florida
College of Medicine
12901 North 30th Street
Tampa, Florida 33612
(813) 974-2229

Recruitment. The Deputy Dean for Admissions visits numerous undergraduate colleges in the state to speak on medical college admissions policies and procedures. Disadvantaged students at the high school and undergraduate college level are invited to visit the medical center for guided tours of the facilities and seminars on admission policies and procedures. The Associate Dean for Student Affairs, faculty members, and students, likewise, visit with high school groups for the same purpose and are frequently featured speakers at state-wide careers programs.

Admissions. Each applicant's credentials are individually evaluated by a single admissions committee. All members of the Admissions Committee are aware of the need for increased enrollment of members of minority groups. Credentials of minority group applicants are evaluated along with other applicants; however, the possible effect(s) of a disadvantaged socioeconomic background is kept in mind.

Academic Aid Programs. The Associate Dean for Student Affairs works closely with all our students requiring academic counseling and refers them to appropriate faculty within our institution for assistance.

Post-Baccalaureate Program. A special two-year non-degree program is administered by the Premedical Sciences Committee of the College of Natural Sciences for students who hold a baccalaureate degree and are seeking to improve their academic record for application to professional schools. The program is particularly designed for previously rejected applicants who need to improve their grade point average and demonstrate their ability to perform well in the sciences. Students in the program have the advantage of priority registration in the College of Natural Sciences. Upon completion of the program they are evaluated by the Preprofessional Sciences Committee. The evaluation is sent to the professional schools to which students are applying.

In order to be admitted to the program, students must have a baccalaureate degree and be interviewed by the Preprofessional Sciences Committee. Students must demonstrate potential for success through improvement in their academic record, performance in science courses, previous test scores, and motivation for the profession. Students who do not have a baccalaureate degree from the University of South Florida must provide two letters of recommendation.

Once admitted to the program, students must complete a minimum of 15 hours per semester (excluding summers) of courses approved by the Preprofessional Sciences Committee with a minimum grade point average of 3.3 each semester. An approved schedule would typically include at least three rigorous science courses. Courses will generally be at the undergraduate level, selected from those listed in the premedical sciences program or other advanced sciences. Students should expect to complete at least one year in the program prior to reapplication to professional schools, but additional semesters or a second year may be necessary for some students. Students lacking adequate familiarity with the profession will be expected to obtain sufficient exposure while enrolled in the program.

Student Financial Assistance. No minority group student has had financial need play a role in his discontinuance of study. Financial aid for minority students has been considerably higher on a per student basis than our class average figures. In addition to federal loan programs and National Medical Fellowships, we have two special grant funds that are designated for minority students.

Emory University School of Medicine

Address Inquiries to
Dr. André L. Churchwell
Director of Minority Affairs
Room 303 WHSCAB
Emory University
School of Medicine
1440 Clifton Road, N.E.
Atlanta, Georgia 30322
(404) 727-0016

Recruitment. Representatives of the Emory University School of Medicine visit colleges within Georgia and accept invitations to institutions outside the state whenever possible. College student groups are encouraged to schedule visits to the Emory campus to learn more about the school and the admissions process. Individuals involved in visitations and career day programs include administrators, faculty and/or current students who are members of minorities which have been underrepresented in medicine.

Admissions. The School of Medicine is committed to interviewing applicants from those minority groups who have heretofore not been well represented in medicine. Although no special programs exist currently for the completion of premedical requirements, members of the admissions staff work closely with premedical advisors and students to encourage application and facilitate communication in this important area.

Academic Aid Programs. In the event that unexpected academic difficulties occur after acceptance or matriculation, an individualized program can be arranged to assist the student in completing the required work. Special tutorials in test-taking and social and/or psychological counseling are available upon request. Such opportunities are available to all students.

Summer Programs. Emory University School of Medicine has no special summer academic and/or recruitment program.

Student Financial Assistance. The Emory University application fee is automatically waived if the AMCAS application fee is waived. Although Emory is unable to offer full support to cover all educational and living expenses for any student, so far it has been possible to give some financial aid to all minority students in the medical school who are U.S. citizens, have demonstrated need and have applied for aid. A limited number of half-tuition scholarships for each of the four years of medical school are also available for highly qualified students in the first-year class.

No applications for financial aid are reviewed until acceptance for admission has been issued. However, students may apply for aid prior to acceptance and should apply as soon as possible after January 1 each year in order to facilitate timely consideration.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	44	28/16	—	1	0/1	—	5	3/2	—	7	3/4	—
Accepted	9	5/5	—	0	0/0	0	0	0/0	0	1	1/0	—
Matriculated	6	4/2	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	7	5/2	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	15	9/6	—	0	0/0	0	0	0/0	0	0	0/0	0
1984-85												
Applied	54	28/26	—	4	3/1	—	4	3/1	—	9	7/2	—
Accepted	11	6/5	—	0	0/0	0	1	1/0	—	0	0/0	0
Matriculated	8	4/4	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	8	4/4	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	19	12/7	—	0	0/0	0	0	0/0	0	0	0/0	0

Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	2	1	3
American Indian	0	0	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	1	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	33	19/14	88	0	0/0	0	0	0/0	0	4	0/4	100
Accepted	6	2/4	100	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	4	2/2	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	4	2/2	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	12	8/4	100	0	0/0	0	0	0/0	0	0	0/0	0
1984-85												
Applied	33	20/13	94	2	2/0	50	0	0/0	0	6	3/3	84
Accepted	7	2/5	86	1	1/0	100	0	0/0	0	0	0/0	0
Matriculated	3	1/2	66	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	3	1/2	66	0	0/0	0	0	0/0	0	0	0/0	0
All Years	10	5/5	40	0	0/0	0	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	4	0	2
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	171	85/86	—	6	3/3	—	12	6/6	—	11	8/3	—
Accepted	13	8/5	46	0	0/0	0	1	1/0	0	0	0/0	0
Matriculated	2	1/1	50	0	0/0	0	1	1/0	0	0	0/0	0
Enrolled												
First-Year	2	1/1	50	0	0/0	0	1	1/0	0	0	0/0	0
All Years	21	9/12	62	0	0/0	0	1	1/0	0	0	0/0	0
1984-85												
Applied	187	80/107	—	10	4/6	—	10	6/4	—	15	11/4	—
Accepted	12	8/4	67	0	0/0	0	0	0/0	0	1	0/1	100
Matriculated	6	4/2	100	0	0/0	0	0	0/0	0	1	0/1	100
Enrolled												
First-Year	7	5/2	86	0	0/0	0	0	0/0	0	1	0/1	100
All Years	11	7/4	64	0	0/0	0	1	1/0	0	1	0/1	100

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	14	2	1
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Medical College of Georgia
School of Medicine

Address inquiries to
Dr. Vera Thurmond
Associate Director
Student Educational
Enrichment Programs
AA-153
Medical College of Georgia
Augusta, Georgia 30912-0063
(404) 860-5151

Recruitment. The Medical College of Georgia conducts an intensive recruitment program for minority students by visiting high schools and colleges in the State of Georgia, including multiple visits to the predominantly Black institutions. Visits to the predominantly Black schools are made by the minority affairs officer.

Admissions. The College of Medicine is committed to increasing minority representation in the student body and the Medical Admissions Committee takes this responsibility seriously.

Academic Aid Programs. If needed, minority students are provided with tutorial services as well as help by faculty members.

Summer Programs. A program for high school and college students is conducted each summer for eight weeks to strengthen the academic backgrounds of students interested in the health careers, and to introduce them to the practical aspects of the health careers. This program has been conducted since 1970. Applications may be obtained from the Student Educational Enrichment Program, AA-153, Medical College of Georgia, Augusta, Georgia 30912. The upper level college students attend classes in histology and the lower level college students attend classes in physiology. High school students attend classes in biology. All students participate in a writing, critical reading and learning skills class.

Student Financial Assistance. The Medical College of Georgia awards all of its aid based on financial need. Minority students have had their financial needs met in an acceptable way. No one has left the medical school for lack of funds.

There is no application fee for admission to the Medical College of Georgia.

Mercer University School of Medicine

Address inquiries to
Dr. Charles D. Proctor
Associate Dean for Community Relations
Professor of Pharmacology
School of Medicine, Mercer University
Macon, Georgia 31207
(912) 744-4034

Recruitment. Mercer University School of Medicine makes a significant effort to recruit among minority groups underrepresented in medicine. Visits are made by Mercer students, faculty, and staff to all of the traditionally Black colleges in the state of Georgia, to other colleges and universities with significant minority enrollment as well as to career day programs and fairs. Visits to the Mercer campus are encouraged during which time minority faculty and staff are available to discuss the Mercer program.

Admissions. The Admissions Committee is committed to admitting qualified individuals from groups underrepresented in medicine.

Academic Aid Program. If a student has academic difficulty, the factors underlying the difficuity are assessed and an individualized remediation program is designed for the student.

Summer Programs. Mercer University has a summer program under the auspices of the Health Careers Opportunity Program, U.S. Department of Health and Human Services. The program is designed to locate minority undergraduate students with potential for success in completing medical education and placing them in a summer program which will enhance that potential. Components of the program include evaluation of student skills, with remediation where needed, provision of contact with role models, and exposure to the curricular processes obtaining in the Mercer University School of Medicine curriculum.

Student Financial Assistance. Financial aid in the form of loans and scholarships is available. Awards are made on the basis of need and merit. Minority students may obtain support through programs available to all students. In addition, NMF funds and those from the Mercer University School of Medicine Minority Scholarship Program are used specifically to meet the needs of minority students.

Morehouse School of Medicine

Address inquiries to
Dr. G. Epps-Puglisi
Director of Admissions/Student Affairs
Morehouse School of Medicine
720 Westview Drive, S.W.
Atlanta, GA 30310
(404) 752-1650

Recruitment. Recruitment is conducted by the Office of Admissions and Student Affairs. The Morehouse School of Medicine employs a full-time Recruitment Officer; however, administrators, faculty, and students participate in the recruitment process.

The recruitment efforts, to identify, inform, and encourage prospective minority and disadvantaged candidates, are multifaceted. Approaches designed to accomplish this include: Recruitment visits at state and private colleges and universities throughout the State of Georgia and to a limited degree, nationally; Seminars and conferences within the Atlanta University Center; Annual letters to all member colleges and universities of the United Negro College Fund; Contacts made with pre-medical advisors and counselors; Participation in many local, state, and national conferences and career fairs; and a High School component as a means of producing potential minority medical school applicants. Through the Office of Admissions, arrangements can be made to tour Morehouse School of Medicine on an individual or group basis.

Admissions. The primary mission of Morehouse School of Medicine is to admit and educate students who will become primary care physicians for medically underserved rural areas and inner cities, including low-income and minority communities. The Admissions Committee seeks candidates who possess the academic qualifications judged necessary for successful study and practice of medicine. Equally important, but less tangible, are personal factors such as character, maturity, integrity, perseverance, and motivation.

Because of the urgent need for physicians in the State of Georgia preferential consideration will be given to qualified residents of Georgia. Consideration will be given also to qualified applicants from the states of N.Y. and Ala. However, Morehouse School of Medicine also welcomes applications from other well qualified out-of-state students.

Applicants must apply through the American Medical College Application Service (AMCAS) and request that their application along with MCAT scores be forwarded to Morehouse School of Medicine. Our code number is GA825. Each application received from AMCAS is reviewed individually. Following the initial screening, applicants granted further consideration are requested to submit supplementary materials. Only completed applications are then evaluated for interview. A completed application consists of: (1) AMCAS application form; (2) all Supplementary materials; and (3) the $30.00 application fee. Applications not completed by given deadlines are withdrawn from consideration.

Academic Aid Programs. Complete advisement and retention activities are offered to all Medical School matriculants. Upon matriculation each student is assigned a faculty advisor. Available to all students are a wide range of academic support services; e.g., student tutors; study skills and test-taking strategies; a National Board of Medical Examiners preparation program; and personal counseling from the Counseling Service. Retention activities are designed to meet the needs of the individual student and may include a flexible curriculum schedule.

Summer Programs. The Morehouse School of Medicine does not offer a summer program. However, the eleven month curriculum for first-year students begins approximately the third week in July.

Student Financial Assistance. A non-refundable processing fee of $30 is required with submission of the Supplemental Application. If a student has received a waiver of the AMCAS application fee, that student is eligible for a waiver of the $30 fee upon written request along with a copy of an approved AMCAS fee waiver. The School does not have funds available for help for interview trips. Morehouse uses a needs analysis system to determine students' eligibility for financial aid. The demonstration of need is the key factor in all financial aid awards. The School of Medicine's scholarships are awarded to qualified applicants on the basis of established criteria and in accordance with the stipulation of the donors.

Other Pertinent Information. Morehouse School of Medicine, as a two-year basic medical science institution, admitted its charter class in 1978. In 1985 the School received full accreditation by the LCME and awarded its first M.D. degrees on May 17, 1985.

Students are required to pass the National Board of Medical Examiners Part I examination for promotion into the clinical phase of the curriculum. Passage of the National Board of Medical Examiners Part II is required to receive the M.D. degree.

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	171	79/92	—	6	4/2	—	4	3/1	—	5	3/2	—
Accepted	12	6/6	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	8	4/4	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	9	5/4	—	0	0/0	0	0	0/0	0	1	1/0	—
All Years	31	17/14	—	1	1/0	—	2	2/0	—	2	2/0	—
1984-85												
Applied	181	94/87	—	5	2/3	—	3	2/1	—	8	6/2	—
Accepted	16	7/9	—	1	0/1	—	0	0/0	0	1	0/1	—
Matriculated	8	3/5	—	1	0/1	—	0	0/0	0	0	0/0	0
Enrolled												
First-Year	8	3/5	—	1	0/1	—	0	0/0	0	0	0/0	0
All Years	27	13/14	—	2	1/1	—	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	7	7	7
American Indian	0	1	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	1	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	67	37/30	—	1	0/1	—	4	2/2	—	1	0/1	—
Accepted	1	1/0	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	1	1/0	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	1/0	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	3	2/1	—	1	1/0	—	0	0/0	0	0	0/0	0
1984–85												
Applied	146	76/70	—	8	3/5	—	6	4/2	—	6	4/2	—
Accepted	4	1/3	—	1	0/1	—	0	0/0	0	0	0/0	0
Matriculated	1	1/0	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	1/0	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	3	2/1	—	1	1/0	—	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	1096	591/505	—	10	4/6	—	18	16/2	—	10	5/5	—
Accepted	44	25/19	—	1	0/1	—	0	0/0	0	0	0/0	0
Matriculated	25	16/9	—	1	0/1	—	0	0/0	0	0	0/0	0
Enrolled												
First-Year	29	16/13	—	1	0/1	—	0	0/0	0	0	0/0	0
All Years	75	39/36	—	2	0/2	—	0	0/0	0	0	0/0	0
1984–85												
Applied	1276	639/637	—	8	3/5	—	9	7/2	—	16	9/7	—
Accepted	65	32/33	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	25	13/12	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	32	17/15	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	101	53/48	—	1	0/1	—	0	0/0	0	0	0/0	0

— Indicates data not available

University of Hawaii
John A. Burns School of Medicine

Address inquiries to
Associate Dean for
Student Affairs and Admissions and Director
Special Opportunities Program
University of Hawaii
John A. Burns School of Medicine
1960 East-West Road, Biomed B-104
Honolulu, Hawaii 96822
(808) 948-7423

Recruitment. Recruitment efforts are directed towards increasing the number of Pacific Basin minorities and to provide an opportunity for those of socio-economic and/or educational disadvantaged backgrounds. An extensive network has been established with key officials in departments of education and health, scholarship officers, local legislators, mass media, and college students studying science in the United States. Success of the special opportunity programs is due largely to personal contact with students and education officials during on-site visits to the Pacific Islands.

Recruitment is conducted by the administrators of the programs as well as the students themselves who serve as role models and help to encourage and motivate other young people to pursue health careers.

Admissions. The special opportunities programs seek to increase the number of Pacific Basin minorities and to provide an opportunity for those of socio-economic and/or educational disadvantaged backgrounds. Important in the selection process is an evaluation of what the potential student might contribute to the welfare of the people of Hawaii and the Pacific.

Academic Aid Programs. In medical school, all first year students are assigned faculty advisors as well as second year medical students as peer advisors.

The intensive premedical year of the IMI HO'OLA includes study skills courses, tutorials, and faculty advisement. In the KULIA Program, participants have mandatory tutorials in the basic sciences.

Summer Programs. Not applicable.

Student Financial Assistance. No additional information.

Other Pertinent Information. The University of Hawaii John A. Burns School of Medicine conducts two special opportunity programs designed to correct the under-representation of certain groups in Hawaii and the Pacific Basin in the medical profession.

The IMI HO'OLA Program which started in 1972, is an intensive remedial year in basic premedical sciences. This Program is designed to upgrade promising men and women who for reasons beyond their control may not be sufficiently qualified academically, but who show great promise in other respects. The intent is to develop these students into highly competitive candidates for admission to medical school. The Program accepts 20 students each year some of whom succeed in being admitted to medical school.

The KULIA Program, which started in 1970, is in a sense, an extension of the IMI HO'OLA Program into the medical curriculum itself. It is designed for less well prepared students who are given tutorial assistance in the basic medical sciences. KULIA students are on an expanded medical school curriculum, whereby, they take three years to complete their basic science courses. There are 8 openings available for American Pacific Islanders.

The University of Chicago Pritzker School of Medicine

Address inquiries to
Dr. Ernest Mhoon
Assistant Dean of Students
The University of Chicago
Pritzker School of Medicine
5841 Maryland Ave., Box 412
Chicago, Illinois 60637
(312) 962-6143

Recruitment. There is no special minority group recruitment at our medical school. However, individual faculty members, including the Dean of Students and the Assistant Dean of Students, participate in career conferences nationwide and visit undergraduate colleges and high schools in the area to discuss opportunities for students, including minority group students, for admission into The Pritzker School of Medicine.

Admissions. There is one Admissions Committee which selects all of the students in each entering medical class. All applicants are considered on merit alone.

Academic Aid Programs. All students may, on an individual basis, receive academic assistance (tutoring, reduced course loads, etc.) if needed.

Summer Programs. Our medical school participates in the Chicago Area Health and Medical Careers Program, a long-term educational plan that prepares qualified minority and low-income high school students in the Chicago area for study in the health or medical fields. This program is administered by the Illinois Institute of Technology.

Student Financial Assistance. All financial aid (tuition awards and interest free loans) are granted on the basis of financial need established by the GAPSFAS evaluation. Tuition awards are available to all minority group students in need of such aid. Applicants who receive an AMCAS application fee waiver are eligible to receive a waiver of the application fee at the University of Chicago.

Other Pertinent Information. Of special interest to minority students are two features of this medical school. The first is that it is an integral part of the University and elective courses may be taken in fields not directly related to medicine. In this regard, there are two inter-departmental centers on campus which merit attention: The Center for Urban Studies and the Center for Health Administration Studies, both of which have proven to be of interest to medical students. The Committee on Public Policy Studies likewise offers programs of studies which are of interest to medical students. The second feature is that the University is adjacent to the south side Chicago community of Woodlawn, which is a predominantly Black community undergoing a number of social changes, including changes in its medical care system. The faculty and students of the University of Chicago School of Medicine have participated in the planning and implementation of this reorganization of service.

The policy of this medical school is to select students with great care and to do everything possible to help them complete their medical education. Financial assistance, as noted above, is made available, as are tutoring aid and counseling regarding personal, financial, or academic problems.

University of Health Sciences
The Chicago Medical School

Address inquiries to
Dr. Theodore Booden
Associate Dean, Student Affairs
University of Health Sciences
The Chicago Medical School
3333 Green Bay Road
North Chicago, Illinois 60064
(312) 578-3295

Recruitment. Recruitment is conducted primarily through field visitations and visits to local universities with large minority enrollments. Groups of students from these universities are invited to visit our campus for group discussions and individual conferences with the admissions office staff. Our own minority students are very much involved in this process. Administrative persons taking part in these programs are the Associate Dean for Students and the Assistant Director and Director of Admissions. There is also frequent contact between the Associate Dean for Students and some of the special summer programs offered by medical schools throughout the country.

Admissions. A separate Committee for minority applicants is not utilized. All applications are processed in the same manner, except that minority students are involved in the selection process of minority applicants. The students meet with the applicants who are called for interview and their recommendations are solicited. Because of the urgent need for physicians in the metropolitan Chicago area, special efforts are made to select students from this area. The administration and a group of minority students engage in regular dialog in an attempt to facilitate and increase minority student admissions.

Academic Aid Programs. Students who encounter academic problems are counseled by the Associate Dean for Student Affairs. Several alternatives are available to assist students; e.g., faculty and/or student tutors are assigned to the student; the student may receive personal counseling from the University Counseling Service; and an altered program of study can be designed which may or may not require an extended period of medical study; students may be encouraged to take special summer school courses at or away from the medical school.

Summer Programs. The University of Health Sciences/The Chicago Medical School is a member of the Chicago Area Health and Medical Careers Program. This program involves all of the Chicago-area medical schools and the Illinois Institute of Technology (IIT). The purpose of the program is to recruit junior/senior high school students who are recognized as having minority status. IIT staff recruit students from over 100 Chicago-area high schools. Each student who remains in the entire program will spend his/her summer months at a given (medical) institute from the junior year in high school until he/she graduates from college. The first summer consists of a two week coursework program which exposes the student to various principles and concepts inherent in the disciplines of Biology, Chemistry and Mathematics. Also, the student will visit various medical centers. In the second year each student is assigned to a preceptor at a given institute and engages in a program of studies (e.g., research). The preceptee may retain his/her preceptor throughout the duration of the program. Each student's progress in college is monitored by the program staff at IIT with reports made to representatives of each medical institute (For further information, please contact IIT-Chicago Area Health Career Program at IIT). Eventually, several of the students are expected to apply to various health career programs, including medical schools.

Student Financial Assistance. Low interest living expense loans are available to students who have minimal personal and family resources and, due to academic or citizenship status, do not have access to state and federal financial aid programs. In addition, for a limited period, disadvantaged students are given consideration for deferral of tuition payments.

University of Illinois
College of Medicine

Address inquiries to
Dr. William D. Wallace or
Mr. Jorge A. Girotti
Urban Health Program
University of Illinois
College of Medicine
1853 W. Polk Street
Chicago, Illinois 60612
(312) 996-4493

Recruitment. The Urban Health Program conducts all recruitment activities at the College of Medicine. Recruitment and enrichment are carried out at the community, high school, and undergraduate college levels. Workshops, seminars—both on-site and at the medical school—as well as participation in conferences aimed at premedical students are some of the ways the goals are accomplished. These activities are the responsibility of the Associate Dean and Director of the Urban Health Program and his assistants. Minority medical students and faculty in the College also participate actively in the efforts. The Urban Health Program administers an intensive outreach program as well, particularly in supporting minority student organizations at various college campuses throughout the state. The staff makes visits to other states to encourage out-of-state minority students to apply.

Admissions. There is no special subcommittee for minority admissions. A screening committee composed of members of the Admissions Committee reviews all applications, conducts interviews and makes recommendations to the full Committee. Proof of the success of the admissions policies is the number of minority medical students in the four classes, currently 260. With interns and residents the number of minority students in training in or around the University of Illinois facilities exceeds 350. Minority candidates are encouraged to contact staff members of the Urban Health Program for assistance before and during the application process.

Academic Aid Programs. The Urban Health Program has developed an Academic Assistance Program designed to identify and aid students facing academic difficulties. Each student is assigned a faculty advisor who is apprised of the advisee's progress. If problems are detected, the advisor then works with the student in locating the appropriate help (e.g.: academic skills, individual tutoring, small group reviews, etc.). The two minority medical student organizations at the College of Medicine campus, La Raza Medical Association (La RaMA) and the Student National Medical Association (SNMA), also provide academic assistance to first and second year students through reviews and practice practicals.

Summer Programs. Two summer programs are offered to minority/disadvantaged students: a Prematriculation program for those accepted to the College, and an Academic Enrichment program for college sophomores and juniors interested in Medicine. The purpose of the Prematriculation program is to introduce students to the first year curriculum, especially Biochemistry, Gross Anatomy, Histology, Immunology, and Physiology. Faculty and second year medical students organize lectures and lab sessions for participants. The Academic Enrichment program is designed to acquaint premedical students with the rigors of medical school through similar coursework as the Prematriculation program. In addition, an MCAT review course as well as assistance with the application process are provided. Participants in both programs receive a thorough orientation to the Health Sciences Center. Contact the staff for further information.

Student Financial Assistance. All students are awarded financial assistance based on need as the sole criterion. Personal need of each accepted applicant is reflected in the award. To make it financially feasible for out-of-state minority applicants to attend the University of Illinois, tuition waivers to cover the non-resident portion of tuition have been instituted. Illinois applicants are eligible for General Assembly scholarships which pay for tuition and can be renewed for up to four years. It is important to apply for Financial Aid early in the process, even if an acceptance offer has not been made.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	16	12/4	—	7	3/4	—	7	5/2	—	5	4/1	—
Accepted	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
1984-85												
Applied	15	11/4	—	8	5/3	—	2	0/2	—	2	2/0	—
Accepted	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	0	0	0
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	158	78/80	—	16	8/8	—	63	39/24	—	16	12/4	—
Accepted	10	9/1	—	5	2/3	—	2	0/2	—	1	1/0	—
Matriculated	4	3/1	—	3	2/1	—	0	0/0	0	1	1/0	—
Enrolled												
First-Year	4	3/1	—	3	2/1	—	0	0/0	0	1	1/0	—
All Years	10	7/3	—	3	2/1	—	5	3/2	—	2	2/0	—
1984-85												
Applied	179	82/97	—	14	8/6	—	74	43/31	—	22	13/9	—
Accepted	5	3/2	—	1	0/1	—	7	4/3	—	2	0/2	—
Matriculated	2	0/2	—	0	0/0	0	2	1/1	—	1	0/1	—
Enrolled												
First-Year	2	0/2	—	0	0/0	0	2	1/1	—	1	0/1	—
All Years	14	—	—	4	3/1	—	7	4/3	—	3	2/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	0	3	4
American Indian	0	0	1
Mexican American/Chicano	0	4	1
Mainland Puerto Rican	0	0	1

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	155	77/78	—	9	4/5	—	54	33/21	—	9	6/3	—
Accepted	6	6/0	—	0	0/0	0	1	0/1	—	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	9	5/4	—	0	0/0	0	1	1/0	—	0	0/0	0
1984–85												
Applied	185	85/100	—	14	9/5	—	68	47/21	—	13	8/5	—
Accepted	1	0/1	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	4	2/2	—	0	0/0	0	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	5	1	0
American Indian	0	0	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	0	0	0

Loyola University
Stritch School of Medicine

Address inquiries to
Dr. Daniel A. Burr
Director of Admissions
Loyola University
Stritch School of Medicine
2160 South First Ave.
Maywood, Illinois 60153
(312) 531-3229

Recruitment. Loyola Stritch is involved in local recruitment efforts at the high school and undergraduate levels. As a result of increasing needs for improved health care in inner-city communities, and the underrepresentation of minorities and low income persons in health related occupations, the Stritch School of Medicine has joined together with the Illinois Institute Of Technology and other Chicago area medical schools to offer a Chicago Area Health Careers Opportunity Program.

The Stritch Director of Admissions conducts a recruitment program that includes contacting potential applicants whose names appear in the annual Med-MAR published by the AAMC, speaking with minority student groups at undergraduate campuses, visiting enrichment programs for students interested in the health professions, and inviting minority students to tour the Loyola University Medical Center and to meet faculty and students. Whenever possible, minority students enrolled at Stritch assist in this program.

Admissions. All applicants are reviewed by the Committee on Admissions, which has a membership drawn from the basic science and clinical faculty, administrators, and medical students. To be given serious consideration for admission, an applicant must demonstrate academic competence and potential to satisfactorily complete the four year curriculum at Stritch. In evaluating applications from minority and disadvantaged students, the Committee members look for strengths that might be revealed in non-traditional ways. The ability to solve problems, handle responsibility, and work with other people are given special emphasis in the evaluation.

Academic Aid Programs. The Stritch School of Medicine has a four year curriculum which includes vacation periods after each basic science year and scheduling flexibility in the clinical years. The Committee on Promotions carefully monitors the performance of all enrolled students and through the Office of Student Affairs arranges for special academic assistance for any student identified as experiencing academic difficulties. Promotion Policy permits multiple remediation attempts during the basic science and clinical years for all students as needed. There is no special curriculum or remediation programs exclusively for minority or disadvantaged students. Under the four year curriculum virtually all minority group students have been progressing satisfactorily towards graduation.

Summer Programs. The Chicago Area Health Careers Opportunity Program includes a seven-week minicourse program for high school juniors with indicated interest in medical careers. The objective of the program is to substantially increase the number of qualified and well motivated minority and disadvantaged applicants to medical school from the Chicago area. The Program includes sessions on writing and study skills, meetings with physicians and other health professionals, field trips, and orientation to health care needs. During the academic year, students attend Saturday morning courses in biology and chemistry. In subsequent summers, students work directly with physicians and basic scientists in hospital settings, including the Loyola University Medical Center in Maywood. Participants also receive special assistance in seeking admission to professional schools and in obtaining financial aid. Students interested in the Program must complete all college preparatory mathematics and science courses available to students at the Junior level at their respective schools.

The Stritch School of Medicine does not conduct a special summer prematriculation program for accepted students.

Student Financial Assistance. A fee waiver is granted to applicants who have received a fee waiver from AMCAS or who submit a letter explaining their situation from a college financial aid officer. The Stritch Financial Aid Office has been successful in funding all minority and disadvantaged students through need-based financial aid programs, including Loyola Stritch grant and loan funds. In addition, each year Loyola-Stritch awards two four-year full tuition scholarships to entering students. These scholarships are awarded on the basis of both need and merit and they are intended to reduce financial barriers to students from diverse backgrounds who desire the opportunity to attend the Stritch School of Medicine. Candidates for these Stritch Scholarships have often been minority group students. Prospective applicants interested in obtaining additional information about available financial aid or a copy of our publication *Financing your Education at the Stritch School of Medicine* are encouraged to contact the Stritch Financial Aid Office directly.

Northwestern University Medical School

Address inquiries to
Dr. Michael Altman
Associate Dean for
Educational Programs
Northwestern Unviersity
Medical School
303 E. Chicago Avenue
Chicago, Illinois 60611
(312) 908-4964

Recruitment. Minority student recruitment is conducted both at the high school and college level primarily through visits to institutions, tours of the medical school and extensive communication by letter and phone. Medical students, faculty and administrators participate in the program.

Admissions. All applications are reviewed by the same Admissions Committee which is composed of faculty and students with some minority representation. The admission of minority applicants is determined on a competitive basis with other applicants. Since the evaluation process is individualized, attention can be focused upon trends in performance, job records, extracurricular involvement, the personal comments of the applicant and the opinions of those writing letters of recommendation.

Academic Aid Programs. After matriculation, we offer the following to all students in academic difficulty: 1) a tutorial program for individualized aid in study habits and specific courses, and 2) an option to spread the two basic science years over three calendar years with tutorial help.

Summer Programs. Northwestern participates in the Chicago Area Health and Medical Careers Program which involves a consortium of six professional and one undergraduate institution. The purpose of this program is to substantially increase the number of qualified minority and disadvantaged applicants to medical and other health-related schools. Approximately 100 high school juniors are selected for preparation. Activities include mini-courses in biology and chemistry, writing, study and problem-solving skills, and an introduction to various health care fields. Subsequently, students work directly with physicians and researchers on the staffs of the participating professional schools. The program involves the Northwestern Administration, faculty and medical students.

Student Financial Assistance. Application fees are waived upon receipt of a request from the applicant's undergraduate college financial officer. Several hundred fee waivers are granted each year (estimate). We do not offer financial help for interview trips. We have no special sources of funds for disadvantaged students.

Rush Medical College of Rush University

Address inquiries to
Dr. Gerald S. Gotterer
Associate Dean of
Medical Student Programs
Rush Medical College
of Rush University
600 S. Paulina Street
Chicago, Illinois 60612
(312) 942-6913

Recruitment. Rush Medical College participates in the collaborative Chicago Area Health and Medical Careers Program described below involving students at the high school and college levels. Students are recruited for this multiyear program by visits to high schools and referral by high school teachers, counselors, and students in the program. Rush Medical College and the Rush Chapter of the Student National Medical Association have sponsored an Open House for minority premedical students and faculty involved with minority premedical advising. Through this program we seek to familiarize minority premedical students with Rush. Topics generally discussed include Admission policies and procedures, clinical and Pre-clinical Curriculum, Financial Aid and an opportunity is provided to speak with minority medical students currently attending Rush. Recruitment of minority applicants to Rush Medical College is conducted by members of the Office of Admissions and the Admissions Committee and by minority students currently enrolled in the Medical College. Minority premedical groups are encouraged to visit the Rush-Presbyterian-St. Luke's Medical Center to meet with students and faculty and to see the facilities. Such visits can be arranged through the Office of Admissions.

Admissions. The applicants to the Medical College are evaluated by the Committee on Admissions. A minority subcommittee reviews applications from minority applicants and makes the first decision, whether or not to invite an applicant for interview. At least one member of this subcommittee, one student, and an additional faculty member will interview each applicant invited for interview. The final decisions are made on each interviewed candidate by the full Committee on Admissions. The Committee considers not only prior academic achievement, but also factors which might have influenced the level of achievement reached, as well as the personal characteristics of each applicant.

Academic Aid Programs. Each student is assigned a carefully selected and trained academic advisor who will provide counseling and guidance throughout all four years of medical school. Students experiencing academic difficulty are provided a range of assistance, including individual and group instruction in time management, study skills, and test taking strategies; peer tutors; and individualized instruction. Students have the option of modifying and extending their schedules so as to proceed at a slower pace during the preclinical years.

Summer Programs. A pre-matriculation program for students accepted to the first year class is held on a yearly basis. Rush Medical College participates with the Illinois Institute of Technology and the other private medical schools in Chicago in the Chicago Area Health and Medical Careers program, which provides enrichment experiences to students interested in health careers. Students are selected during the junior year of high school. Special courses in chemistry, biology, study skills and experiences with medical school faculty take place during the first summer and on Saturdays of the senior year of high school. Preceptorships with faculty of health professional schools will take place in subsequent summers. Interested high school students from the Chicago area should apply to: Chicago Area Health Careers Opportunity Program, Illinois Institute of Technology, Life Sciences Building, Room 182, 3101 South Dearborn, Chicago, Illinois 60616.

Student Financial Assistance. Financial aid in the form of loans and non-refundable aid is available to all students based primarily on need and accrued educational debt. The application fee is waived for applicants meeting the requirements for service fee waiver by AMCAS. Financial assistance for interview trips is not available.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	176	90/86	56	6	4/2	33	39	30/9	44	15	11/4	20
Accepted	81	40/41	89	3	1/2	68	22	16/6	68	3	2/1	68
Matriculated	44	20/24	96	1	0/1	100	15	11/4	80	3	2/1	68
Enrolled												
First-Year	50	22/28	90	2	0/2	100	15	11/4	80	3	2/1	68
All Years	119	63/56	92	8	3/5	38	37	26/11	75	11	9/2	35
1984-85												
Applied	158	84/74	56	9	6/3	11	62	45/17	24	25	15/10	40
Accepted	67	33/34	85	5	3/2	0	36	23/13	33	8	2/6	75
Matriculated	38	18/20	90	1	0/1	0	23	12/11	35	4	1/3	75
Enrolled												
First-Year	52	23/29	90	2	0/2	50	25	14/11	35	4	1/3	75
All Years	134	65/69	90	8	2/6	33	53	33/20	45	13	9/4	50

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	17	13	24
American Indian	0	1	4
Mexican American/Chicano	8	5	7
Mainland Puerto Rican	0	3	3

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	180	81/99	—	10	4/6	—	68	46/22	—	20	15/5	—
Accepted	9	5/4	—	1	1/0	—	8	6/2	—	1	1/0	—
Matriculated	1	1/0	—	1	1/0	—	4	4/0	—	0	0/0	0
Enrolled												
First-Year	1	1/0	—	1	1/0	—	4	4/0	—	0	0/0	0
All Years	8	5/3	—	1	1/0	—	6	6/0	—	0	0/0	0
1984-85												
Applied	148	66/82	—	15	9/6	—	81	51/30	—	28	18/10	—
Accepted	11	2/9	—	0	0/0	0	2	1/1	—	2	1/1	—
Matriculated	3	0/3	—	0	0/0	0	1	0/1	—	0	0/0	0
Enrolled												
First-Year	3	0/3	—	0	0/0	0	1	0/1	—	0	0/0	0
All Years	10	5/5	—	1	1/0	—	6	5/1	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	1	1	3
American Indian	0	0	0
Mexican American/Chicano	2	0	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	168	87/81	—	11	5/6	—	56	36/20	—	15	11/4	—
Accepted	9	3/6	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	6	1/5	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	7	2/5	—	0	0/0	0	1	1/0	—	0	0/0	0
All Years	21	10/11	—	0	0/0	0	10	7/3	—	0	0/0	0
1984-85												
Applied	209	95/114	—	15	9/6	—	73	41/32	—	29	20/9	—
Accepted	16	7/9	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	5	2/3	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	5	2/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	21	9/12	—	0	0/0	0	4	2/2	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	6	5	4
American Indian	0	0	0
Mexican American/Chicano	0	3	1
Mainland Puerto Rican	0	0	0

Southern Illinois University School of Medicine

Address inquiries to
Dr. Harold Bardo
Director, MEDPREP or
Dr. Rosalyn Green
Assistant Dean for Student Affairs
(SIU-Springfield)
Southern Illinois University
School of Medicine
Carbondale, Illinois 62901
(618) 536-5511

Recruitment. Southern Illinois University School of Medicine sponsors a non-degree granting undergraduate Medical-Dental Education Preparatory Program (MEDPREP) at the Carbondale campus. MEDPREP is designed to assist students from groups currently underrepresented in medical practice in their preparation for medical school—Blacks, Mexican Americans, Mainland Puerto Ricans, American Indians and others, including students from low income/rural areas. Its goal is to assist participating students become competitive for admission to medical school and to succeed after they matriculate.

MEDPREP offers enrolled students tutorials, courses, and seminars covering many phases of pre-professional preparation for medical education. Each student's curriculum is tailored to his or her individual needs as determined by diagnostic tests, a review of previous academic history, the student's particular preferences, and the admissions requirements of the medical schools to which the student plans to apply. MEDPREP and other university courses are available for the developmental and advanced level in both basic sciences and learning skills. Students have an opportunity to prepare for the MCAT and DAT and are exposed early to the medical school faculty and curriculum. MEDPREP emphasizes small classes, and close interaction with and supervision by faculty.

Admission to MEDPREP is open to U.S. citizens and permanent residents. However, preference is given to Illinois residents. Students enroll in the program in June of each year. It is strongly recommended that students apply the fall semester prior to anticipated summer matriculation.

The program is targeted toward those individuals from minority groups underrepresented in medicine and dentistry (Black, Mexican-American, American Indian, and Mainland Puerto Rican). Other minority group members and rural, white applicants from low income backgrounds are considered for the program on a space-available basis.

Admissions. MEDPREP has a special admissions program for which applicants are invited to spend one day on the Carbondale campus. Several of these admissions programs are held periodically throughout the year and involve a series of diagnostic tests, interviews with faculty, and meetings with students to learn more about the program. To receive full consideration, applicants must meet the regular Southern Illinois University admissions criteria and the MEDPREP admissions criteria. Application forms may be obtained directly from the Program Director. There is no application fee to MEDPREP or the University.

All students enrolled in the program have completed at least two years of college course work and a majority are post-baccalaureate students. Each semester, there are approximately 40-48 minority and disadvantaged students participating in MEDPREP on the Carbondale campus of Southern Illinois University. Students participate in the program from six to 24 months depending on their particular situations.

Acceptance to or success in MEDPREP does not guarantee admission to Southern Illinois University School of Medicine or any other medical school. However, many of our students have been accepted and matriculated at Southern Illinois University School of Medicine and other medical schools.

The Admissions Committee of the School of Medicine is composed of basic science and clinical faculty from the Carbondale and Springfield campuses. Enrolled medical students are also voting members of the Committee. There is no special minority student admissions committee. The Office of Student Affairs and the Admissions Committee encourage minority students to make application and make a particular effort to interview those minority students who apply.

Academic Aid Programs. Evaluation of student progress is determined by achievement of prescribed curricular objectives. Faculty determined performance standards are established for each curriculum segment to assure that students are judged primarily by criterion referenced methods. If a student does not achieve the objectives for a given curriculum segment, remedial experiences prescribed by the faculty are required. If necessary, major adjustments in the curriculum of a student will be considered by the Student Progress Committee. Diagnosis of study skills deficiencies and appropriate remedial assistance is provided by the educational psychologists in the Department of Medical Education. Faculty advisor systems operate for all students, on both the Carbondale and Springfield campuses. In addition, an academic advisor for all minority students serves as an ex officio member of the Student Progress Committee.

Summer Programs. A pre-matriculation summer enrichment program for applicants accepted to SIU is currently in the planning phase and tentatively scheduled to begin summer, 1986.

Student Financial Assistance. Only limited institutional funds are available for financial aid at present. However, a special scholarship fund for academically qualified minority medical students has been developed.

Other Pertinent Information. Questions about medical school minority student affairs should be directed to Dr. Rosalyn Green, Assistant Dean for Student Affairs SIU-SM, P.O. Box 3926, Springfield, Illinois 627808 (217) 782-2860. Questions about MEDPREP should be directed to Dr. Bardo.

Indiana University School of Medicine

Address inquiries to
Stephanie A. Watkins
Assistant Director of Admissions
and Minority Admissions Advisor
Indiana University School of Medicine
1120 South Drive
Indianapolis, Indiana 46223
(317) 264-3772

Recruitment. The Indiana University School of Medicine has a constant interest in expanding its efforts to identify, advise, and recruit minority and/or disadvantaged individuals who have potential and promise for education and training in medicine. The School's efforts include contact with appropriate administrators, teachers, and advisors in (primarily) Indiana high schools, colleges and universities. Recruitment activities are developed and implemented through the admissions office. Such activities consist of on-campus visitations to conduct premedical seminars and converse with students on a one-to-one basis or in small groups. We also participate in high school career opportunity programs, and reach out to the community through information sheets or brochures, visual aids, and tours of the medical center which are available to students and small groups by appointment. The School encourages minority medical students to give personal experience information to high school and undergraduate students, and community organizations.

Admissions. The School of Medicine Admissions Committee evaluates all applicants, minority and non-minority, on the basis of scholarship, character, personality, references, performance on the Medical College Admission Test (MCAT), and a personal interview. It is essential that all students apply early, follow appropriate admissions procedures, and promptly return necessary materials. The earlier well-qualified students may expect action on their applications.

Academic Aid Programs. The Indiana University School of Medicine currently makes use of several academic reinforcement programs for disadvantaged students. Indepth academic counseling is offered and provided by faculty members, personnel in the Office of Student and Curricular Affairs, and assigned faculty advisors.

Each of our special programs is now offered to students after matriculation, and these include tutoring, reduced work load and repetition of a year of medical studies. Special tutorial programs are offered by the faculty of each of the basic science courses for all students whose academic performance is below par. These programs are offered on a regularly scheduled basis. Under certain circumstances students are permitted to assume a reduced work load during the first year of medical school. Under this arrangement students extend the first year of medical studies (gross anatomy, histology, biochemistry, physiology, microbiology, neurobiology and human behavior) to two calendar years. Finally, under special circumstances, students are permitted to repeat the second year of medical studies (neurobiology, pharmacology, pathology, and introduction to medicine).

Student Financial Assistance. Special sources of financial aid are available for needy and minority students. One such fund is the Louis B. Russell Minority Fellowship which was established primarily to assist needy minority students. Mr. Russell was a Black educator and at the time of his death had been the longest living heart transplant recipient.

There are medical school loans available, such as the Medical Student Loan Funds, Cyrus J. Clark (Medical Alumni) Loans, Student Emergency Loans—Short Term, and the Indiana Medical-Distribution Loan Fund. Several of these loans are available only at certain periods in the student's medical school curriculum. Inquiries should be sent to the Director of Financial Aid.

The University of Iowa College of Medicine

Address inquiries to
Dr. Scharron A. Laisure
Director, Health Careers Opportunity Program
and Associate for Student Affairs
The University of Iowa
College of Medicine
101C CMAB
Iowa City, Iowa 52242
(319) 353-6914

Recruitment. For the past eighteen years, the University of Iowa College of Medicine has conducted a program specifically geared towards minority applicants. Currently known as the Health Careers Opportunity Program, efforts are directed towards identifying, admitting and graduating applicants from ethnic groups historically omitted from medical education. To meet the objectives of the program, attention is given to the admission and retention of aspiring minority physicians.

The College of Medicine actively encourages minority students to seek information regarding our programs and heartily welcomes applications to the College of Medicine.

Efforts to encourage minority applications are demonstrated in a variety of ways. The faculty and administrative staff visit minority summer programs to present information and informally speak with individual students. During the annual spring premedical symposium, students are encouraged to visit with faculty and tour facilities. Medical students who hold membership in the Student National Medical Association and Los Curanderos visit high schools and colleges for the purpose of presenting and sharing information related to medical education. Additionally, minority undergraduates are encouraged to contact Dr. Laisure regarding the Minority Program.

Admissions. During the history of the program the commitment to increasing minority representation has been demonstrated by the ever growing number of entering minority students. There is no geographical restriction placed upon the selection of candidates. Currently, most program participants are out-of-state students. Admission is not contingent upon a personal interview.

The College has an Educational Opportunities Program Committee which studies applications of all persons who have indicated via their AMCAS file that they wish to be considered minority applicants. This committee makes recommendations to the College Admission Committee. The Educational Opportunities Program Committee includes minority students and staff in its membership. Interested students need not apply for Early Decision Admission.

All basic requirements for admission to the College of Medicine must be fulfilled by all applicants seeking entry. The reader is directed to the Association of American Medical College publication Medical School Admission Requirements for discussion of the requirements.

Academic Aid Programs. Individual and/or group counseling is provided by the project director and other student affairs staff members. The college maintains three persons qualified to provide supportive services. Financial aid counseling is available for those experiencing money management problems. Students are encouraged to utilize these services during their initial adjustment to medical school.

There is a tutorial program in each of the basic science areas available to all students. Any required/necessary deviance from the curriculum schedule is determined by the Dean and reviewed on an individual basis. Some basic science courses include a great deal of individualized learning so that study schedules can be individualized. Individualized tutoring can be arranged.

Summer Program. The first phase of retention is the Summer Program. All students accepted under the auspices of the University of Iowa Educational Opportunities Program attend a Health Careers Opportunity program during the summer preceding the academic year. The components of the summer program include academic coursework, personal/developmental counseling, career development seminars, academic skills training and structured introductory seminars to the basic sciences. Orientation activities, as well as assistance in "settling in", are included.

Typically the academic coursework includes medical microscopic anatomy, biochemistry, and biostatistics tutorials. The structured introductory seminars in biochemistry and biostatistics afford the student an opportunity to receive a complete and thorough overview of the courses which are taken during the first semester.

A summer grant defrays the cost of tuition, room charges and board.

Student Financial Assistance. The University will waive an application fee for economically disadvantaged students. All students desiring consideration for financial aid must complete the Financial Aid Form. A need assessment of this application reveals the amount of aid students are entitled to. The basis of financial aid for minority program participants demonstrating need is a grant provided by the Office of Special Support Services Other federal and national foundation grants are also utilized. The combination of financial support sources meets the basic financial needs of minority students.

Other Pertinent Information. Three staff members are available to discuss individual concerns regarding residency training programs. During the Summer Program student interests are surveyed so that contact can be made with representatives from clinical departments; additionally, an early mentoring program is established with clinical departments. During the summer, staff physicians are invited to conduct seminars focused on medical specialties.

During the academic year minority physicians practicing in Iowa are invited to campus to conduct seminars focused on their research, private practice or personal experiences.

The successful efforts of this program can be viewed from a graduate perspective. Students typically obtain their choice of residency training programs. Graduates have entered: Internal Medicine, Family Medicine, Obstetrics/Gynecology, Pediatrics, Ophthalmology, Pathology, Anesthesiology, Psychiatry, Surgery, and Radiology.

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	164	91/73	—	9	4/5	—	30	17/13	—	7	2/5	—
Accepted	25	12/13	—	1	0/1	—	4	2/2	—	1	0/1	—
Matriculated	7	6/1	—	0	0/0	0	1	0/1	—	0	0/0	0
Enrolled												
First-Year	7	6/1	—	0	0/0	0	1	0/1	—	0	0/0	0
All Years	20	15/5	—	0	0/0	0	2	1/1	—	2	1/1	—
1984-85												
Applied	176	86/90	—	8	5/3	—	35	21/14	—	10	6/4	—
Accepted	12	1/11	—	0	0/0	0	3	2/1	—	2	0/2	—
Matriculated	6	0/6	—	0	0/0	0	2	2/0	—	0	0/0	0
Enrolled												
First-Year	8	2/6	—	0	0/0	0	3	2/1	—	0	0/0	0
All Years	19	11/8	—	0	0/0	0	3	2/1	—	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	6	1	2
American Indian	0	0	0
Mexican American/Chicano	2	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	79	40/39	82	3	1/2	67	9	6/3	78	3	2/1	67
Accepted	30	15/15	100	0	0/0	0	4	3/1	100	0	0/1	100
Matriculated	14	7/7	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	14	7/7	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	27	11/16	100	0	0/0	0	1	0/1	100	1	0/1	100
1984–85												
Applied	108	54/54	90	2	1/1	50	15	10/5	67	6	1/5	50
Accepted	20	7/13	100	0	0/0	0	2	1/1	100	2	0/2	100
Matriculated	10	4/6	100	0	0/0	0	1	1/0	100	1	0/1	100
Enrolled												
First-Year	10	4/6	100	0	0/0	0	1	1/0	100	1	0/1	100
All Years	30	14/16	100	0	0/0	0	2	1/1	100	2	0/2	100

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	6	2	5
American Indian	0	0	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	0	1

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	108	50/58	24	5	4/1	20	20	12/8	30	5	4/1	20
Accepted	12	7/5	75	0	0/0	0	3	2/1	100	0	0/0	0
Matriculated	7	3/4	86	0	0/0	0	2	1/1	100	0	0/0	0
Enrolled												
First-Year	11	5/6	—	0	0/0	0	2	1/1	100	0	0/0	0
All Years	30	17/13	—	0	0/0	0	4	2/2	—	0	0/0	0
1984-85												
Applied	95	43/52	17	5	3/2	0	20	15/5	35	11	8/3	1
Accepted	13	5/8	77	0	0/0	0	3	2/1	100	0	0/0	0
Matriculated	10	4/6	90	0	0/0	0	3	2/1	100	0	0/0	0
Enrolled												
First-Year	11	5/6	—	0	0/0	0	3	2/1	100	0	0/0	0
All Years	31	14/17	—	0	0/0	0	6	4/2	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	7	7	3
American Indian	0	0	0
Mexican American/Chicano	1	1	4
Mainland Puerto Rican	0	0	0

University of Kansas School of Medicine

Address inquiries to
Melvin Williams
Director of Affirmative Action and
Associate Vice Chancellor
University of Kansas
School of Medicine
39th and Rainbow Boulevard
Kansas City, Kansas 66103
(913) 588-1206

Recruitment. The University of Kansas Medical School has developed a comprehensive recruitment, development, and retention program for individuals from minority/disadvantaged groups. The major goal of the training program is to provide disadvantaged communities in the State of Kansas and the nation with an increased representation of medical practitioners from minority/disadvantaged backgrounds. This effort will utilize University of Kansas Medical School faculty, staff, students, and community groups active in the recruitment of minority disadvantaged students for medicine. The minority/disadvantaged students recruitment and development program has the following objectives: 1) recruitment of minority/disadvantaged students at the undergraduate level; 2) achievement of adequate preparation of incoming minority/disadvantaged students; and 3) achievement of maximum retention of minority/disadvantaged students. An assessment and support system has been activated to help minority/disadvantaged students overcome educational difficulties, financial problems, or socio-emotional impediments.

Admissions. We have no special screening committee for minority students. However, Black Americans, Mexican Americans, Puerto Rican Americans, and Native American Indians are given careful consideration since individuals from the aforementioned groups are underrepresented and underutilized in medicine.

Academic Aid Programs. Ongoing tutorial and counseling programs have been established to ensure that minority/disadvantaged students not only matriculate in medical school but also graduate.

Tutorial programs are available to assist students, especially in the basic sciences. A learning skills professional will work with students to enhance the productivity of their study patterns and strengthen their test taking skills. A counseling service is available to assist students in dealing with stress and other difficulties of a psychosocial nature. The total program of educational support is geared to minimizing obstacles in the students' path toward their academic goals and improving their chances of retention in medical school.

Student Financial Assistance. Scholarship microscopes are available to medicine students during their preclinical training. The University of Kansas Endowment Association provides scholarship and loan assistance to medical students. The University of Kansas School of Medicine has an "Emergency Scholarship Fund for Minority Students." Guaranteed bank loans are also available. Minority students will be assured of adequate financial support through scholarships and loans.

University of Kentucky College of Medicine

Address inquiries to
Dr. Jayne L. Middleton
Acting Associate Dean
for Education
University of Kentucky
College of Medicine
800 Rose Street, MS129H
Lexington, Kentucky 40536
(606) 233-6446

Recruitment. The University of Kentucky has a commitment to provide health career information and counseling to high school and college students from minority and low-income groups in an effort to ensure such students an opportunity to be admitted to and succeed in medical school.

Through the Health Careers Opportunity Program, students are identified early in college, and assisted in making relevant educational choices and plans for their premedical education. Special summer academic reinforcement and skills development programs are provided between the sophomore and junior years.

Admissions. The Committee on Admissions of the College of Medicine is composed of basic science and clinical faculty members, senior medical students, community practitioners and an at-large health consumer.

Academic Aid Programs. The purpose of the Office of Student Counseling and Enrichment Programs is to provide all students of the College of Medicine with assistance in achieving their educational goals and in adjusting to the special demands of medical education. The following programs are available to students: 1) individual and group counseling; 2) educational resources, i.e., examination files, class notes, texts review materials, and handouts; 3) preparation for national licensure examinations; 4) tutorial service; 5) Prematriculation Program; and 6) specialized support services as required.

Summer Program. The Prematriculation Program is open to any entering student who desires an early orientation to the College and to the community. Time is provided for gaining familiarity with the curriculum, meeting one's classmates, and securing housing.

Student Financial Assistance. Application fees are automatically waived for candidates to whom AMCAS grants fee waivers, or if a special request is made for a fee waiver. The College of Medicine works closely with students to establish a reasonable financial budget and to provide financial assistance within the resources available.

University of Louisville
School of Medicine

Address inquiries to
Health Careers Program
Office of the Dean
School of Medicine
University of Louisville
Louisville, Kentucky 40292
(502) 588-7159

Recruitment. The University of Louisville provides health career information and counseling to Kentucky high school and college students from minority groups. This is a continuing effort, with follow up, to insure that as many minority students as possible have special opportunities to consider and prepare for a medical career.

The U of L Health Careers Programs staff identify students while they are in high school or college and encourage them to participate in special Health Careers summer preparatory workshops to strengthen the academic skills of each student. Seminars, visits with medical students, faculty, and physicians, and tours of the medical school are scheduled throughout the year.

The Student National Medical Association (SNMA) also assists in the identification and recruitment of minority students.

Admissions. The School of Medicine does not have a separate admissions committee for screening minority applicants. Minority representatives serve as members of the admissions committee. The admissions committee emphasizes grade point average, MCAT scores and an interview rating. The committee gives special consideration to minority applicants, particularly if they are Kentucky residents, but not exclusively.

Minority applicants are encouraged to contact the school directly as soon as they have submitted their application.

Academic Aid Program. Minority students are provided services to assist them in achieving their educational and career goals. The retention activities now offered include: 1) a week of orientation activities prior to entry into medical school, 2) assistance with housing, financial aid and relocation details, 3) individual counseling and faculty-student interaction, 4) a tutoring program, 5) special educational resources (review materials, seminars and tours), 6) assistance in preparing for the National Boards, 7) other individualized support as needed.

Student Financial Assistance. The University of Louisville School of Medicine waives the application fee for disadvantaged minority students. We cannot, at present, offer financial assistance for interview trips. The university has some scholarships available for minority students with strong academic credentials.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	168	98/70	—	14	7/7	—	60	46/14	—	8	3/5	—
Accepted	24	11/13	—	4	1/3	—	8	4/4	—	3	2/1	—
Matriculated	14	8/6	—	0	0/0	0	5	2/3	—	0	0/0	0
Enrolled												
First-Year	15	9/6	—	0	0/0	0	6	2/4	—	0	0/0	0
All Years	37	21/16	—	0	0/0	0	17	11/6	—	1	1/0	—
1984-85												
Applied	212	100/112	—	10	5/5	—	88	63/25	—	10	6/4	—
Accepted	13	7/6	—	2	2/0	—	13	11/2	—	1	1/0	—
Matriculated	10	6/4	—	1	1/0	—	10	7/3	—	1	1/0	—
Enrolled												
First-Year	10	6/4	—	1	1/0	—	12	9/3	—	1	1/0	—
All Years	39	22/17	—	1	1/0	—	23	14/9	—	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86
Black American	4	7	8
American Indian	0	0	0
Mexican American/Chicano	5	1	4
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	32	24/8	—	9	4/5	—	14	12/2	—	0	0/0	0
Accepted	2	2/0	—	3	1/2	—	0	0/0	0	0	0/0	0
Matriculated	1	1/0	—	3	1/2	—	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	1/0	—	3	1/2	—	0	0/0	0	0	0/0	0
All Years	3	3/0	—	5	3/2	—	0	0/0	0	0	0/0	0
1984–85												
Applied	32	15/17	—	5	5/0	—	7	3/4	—	2	2/0	—
Accepted	3	3/0	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	2	2/0	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	2	2/0	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	4	4/0	—	4	3/1	—	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1981 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	1	1	0
American Indian	0	2	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	84	48/36	—	4	2/2	—	2	2/0	—	3	1/2	—
Accepted	5	2/3	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	3	1/2	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	4	1/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	14	9/5	—	1	1/0	—	0	0/0	0	0	0/0	0
1984-85												
Applied	66	32/34	—	2	0/2	—	1	0/1	—	5	0/5	—
Accepted	6	3/3	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	3	1/2	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	3	1/2	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	12	6/6	—	1	1/0	—	0	0/0	0	0	0/0	0

—Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	5	1	4
American Indian	0	0	1
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	58	30/28	—	3	1/2	—	3	2/1	—	7	3/4	—
Accepted	12	5/7	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	5	1/4	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	9	5/4	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	20	9/11	—	0	0/0	0	1	0/1	—	0	0/0	0
1984-85												
Applied	58	32/26	—	2	1/1	—	1	0/1	—	2	1/1	—
Accepted	13	6/7	—	0	0/0	0	0	0/0	0	1	0/1	—
Matriculated	7	4/3	—	0	0/0	0	0	0/0	0	1	0/1	—
Enrolled												
First-Year	8	4/4	—	0	0/0	0	0	0/0	0	1	0/1	—
All Years	21	9/12	—	0	0/0	0	1	0/1	—	1	0/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	2	4	2
American Indian	0	0	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	0	0

Louisiana State University School of Medicine in New Orleans

Address inquiries to
Dr. Edward G. Helm
Coordinator of Minority Affairs
Louisiana State University
School of Medicine
1542 Tulane Avenue
New Orleans, Louisiana 70112
(504) 568-4998 or 8501

Recruitment. The LSU School of Medicine in New Orleans plays a very active role in the recruitment of minority students. The Office of Minority Affairs coordinates recruitment primarily at the college level. A workshop on recruitment and retention is held annually. Invitations are extended to all college premed students to attend this all day workshop. The workshop consists of an overview of the curriculum, presentations by the faculty and administrators. Our recruitment efforts will be expanded to the high school level beginning September, 1985.

Our recruitment efforts encompass an integrated program of visits, lectures, films, tours, and actual aid in completing applications.

Admissions. Although every consideration is given to each minority applicant, the School of Medicine has no special admissions policies or procedures for minority applicants.

The Coordinator of Minority Affairs is a voting member of the Admissions Committee and works closely with enrolled medical students, faculty, and administrators to provide every consideration for each minority applicant.

Academic Aid Programs. The School of Medicine has a tutorial program in the basic sciences, as well as in the clinical areas. These tutorial programs are available to all students. Study-skills courses are available on a volunteer basis.

Summer Programs. There is a summer enrichment program for high school students. The purpose of the program is to provide academically talented science/math students an opportunity to interact with nationally renowned scientists from Louisiana State University Medical Center. Participation will further the student's knowledge of the sciences and provide experience in the research process in the sciences.

Minority Summer Prematriculation Program. The goal of the program is to provide accepted first year minority medical students with experiences that will facilitate academic, environmental, and emotional adjustment to medical school. It is intended that participation in this program will enable the student to begin medical school with greater ease and competency. The program will consist of lectures in histology, biochemistry, and gross anatomy, including laboratory. In addition, note-taking and test-taking skills will be emphasized.

Student Financial Assistance. LSU has a full program of financial assistance, including scholarship and loan funds, as well as work-study programs. Anyone accepted at our School can receive necessary assistance without any undue hardship.

There are 10 full scholarships available to entering minority freshmen students. The applicant is advised to be aggressive in making his/her financial need known to medical school officials.

Louisiana State University
School of Medicine in Shreveport

Address inquiries to
Dr. William T. McElroy, Jr.
Associate Dean for Admissions & Records
Louisiana State University
School of Medicine in Shreveport
P.O. Box 33932
Shreveport, Louisiana 71130
(318) 226-3190

Recruitment. The Associate Dean for Special Projects annually informs all area high schools students of our special 6-year B.S.-M.D. program and encourage plans for medical careers.

The Associate Dean for Student Affairs annually visits Louisiana black Colleges (e.g. Southern University) on "Careers Day" to encourage application to our School of Medicine. The Dean also works with premedical counselors to encourage minority advising and recruitment at state and local colleges.

Recently, the Medical Center has published a recruiting brochure to interest Black students in attending LSU medical schools.

Admissions. There are no special admissions procedures at LSU. All applicants are considered by the regular Admissions Committee. However, for minority students, other factors such as the MCAT scores are sensitively weighed. The Admissions Committee is composed of basic and clinical science faculty, and local practicing physicians.

Academic Aid Programs. Special tutoring for students in academic difficulty is available at all times.

Student Financial Assistance. All students are awarded financial assistance with demonstrated need as the sole basis for consideration. Beginning in 1982, the school will have a given number of $5,000 per year scholarships to offer entering 1st year Black medical students.

Other Pertinent Information. Because of the nature of current admissions policies, all applicants, including minority applicants, should be state residents in order to be considered for admission.

Tulane University School of Medicine

Address inquiries to
Dr. A. Cherrie Epps
Director, Medical Education Reinforcement
and Enrichment Program
Tulane University
School of Medicine
1430 Tulane Avenue
New Orleans, Louisiana 70112
(504) 588-5327

Recruitment. Tulane's Medical Education Reinforcement and Enrichment Program has been expressly designed to identify, recruit, admit, retain, and graduate minorities and/or disadvantaged students both at the premedical and medical levels. Although the target geographic regions for our recruitment program are the Southeastern and Southwestern regions of the United States, we welcome applications from students from all states. Our faculty members, students, and administrators visit colleges in the target regions to meet and counsel undergraduate students and their advisors. Information is disseminated about aspects of medical education in general and specifically about Tulane's programs.

Admissions. Tulane does not have a separate minority student admissions committee. The Admissions Committee presently consists of three minority representatives (1 student and 2 faculty) out of a possible 15 members. All applications are reviewed in a uniform manner with the intent of the Committee being to admit the best class possible in light of the goals and policies of the School of Medicine. A non-refundable application fee of $55 (1985–86) must accompany application.

Academic Aid Programs. The Pre-matriculation Reinforcement-Introduction in Medical Education (PRIME) Program is a newly designed, generally voluntary, summer program offered to incoming freshmen medical students to introduce and familiarize them with the Tulane University School of Medicine's community and educational offerings. The PRIME program offers an opportunity to enrich and enhance basic prerequisite knowledge and to survey, first hand, abbreviated segments of the firs tyear basic curriculum and other medical life experiences and expectations. The Program is designed to ease the student's transition into medical school. PRIME is a 6-week program which requires completion of the official PRIME application to be considered for participation.

The retention programs provide personalized educational assistance during the regular academic year as well as during the summer months. The Academic Year Tutorial Program provides tutorial assistance in the areas of anatomy, biochemistry, physiology, microbiology, pharmacology, pathology, and to some extent, physical diagnosis and laboratory medicine. Tutoring is provided by medical or graduate students as well as junior faculty. The Summer Directed Study Program consists of regularly scheduled supervised study periods augmented by lectures. This program's essential purpose is to provide accepted students in academic difficulty with a formal session of concentrated reviews and study accompanied by individual tutorial assistance. After participation and upon completion of the Summer Directed Study, the participating student takes a re-examination in the area(s) of acdemic difficulty for removal of a conditional grade(s). In addition to the above, a Note Service is provided all students of the entering first and second year classes and serves as a supplement to information received during core course lectures. Further, Study and Test Taking Skills Workshops are offered periodically during the academic year follow-up by a small group and individualized assistance by a learning skills specialist. Finally, a Computer Assisted Instruction is utilized by our students and residents as an intervention approach in the preparation for licensure examination. Other Support Services, personal, financial and career counseling is available to medical, college and high school students throughout the calendar year. Also, a Student Guide for Medical School Life at Tulane is published and distributed to all interviewees and incoming students as well as an entering class Buddy System to facilitate environmental and geographic transition.

Summer Programs. Tulane's Summer Reinforcement and Enrichment Program is primarily a motivational program for undergraduate premedical students. Many of the minority students who have enrolled at the Tulane School of Medicine have participated in the summer program. Summer program participants are given an introduction to the medical school curriculum, assigned to assist faculty members as research assistants, given review sessions for the MCAT, and participate in seminars and lecture demonstrations. Clinical exposure is also an integral part of the program. Faculty members for this program represent most of the New Orleans area colleges and universities, including Loyola, Dillard, Southern, Xavier, University of New Orleans, and Tulane Universities.

Student Financial Assistance. No application fee waivers and no provision for help for interview trips is available. We do, however, provide interviewers in various geographic areas.

Tulane offers limited financial assistance to qualified students through scholarships, long-term loans, emergency loans, and a plan for deferred payment of tuition. Financial aid, whether scholarship or loan, is awarded only to students with demonstrable need. All school of Medicine scholarships are administered by the financial aid committee and are awarded in accordance with the stipulations of the donors. All applicants are automatically considered for any scholarship for which they are eligible. Inquiries concerning financial aid should be directed to the Chairman of Financial Aid Committee, Tulane Medical School, New Orleans, LA 70112.

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	95	45/50	—	2	2/0	—	7	5/2	—	6	4/2	—
Accepted	14	6/8	—	0	0/0	0	1	1/0	—	1	1/0	—
Matriculated	10	4/6	—	0	0/0	0	1	1/0	—	1	1/0	—
Enrolled												
First-Year	11	5/6	—	0	0/0	0	1	1/0	—	1	1/0	—
All Years	37	14/23	—	0	0/0	0	2	1/1	—	2	2/0	—
1984–85												
Applied	97	41/56	—	6	3/3	—	3	2/1	—	6	4/2	—
Accepted	19	7/12	—	1	1/0	—	0	0/0	0	0	0/0	0
Matriculated	15	6/9	—	1	1/0	—	0	0/0	0	0	0/0	0
Enrolled												
First-Year	16	7/9	—	1	1/0	—	0	0/0	0	0	0/0	0
All Years	45	16/29	—	1	1/0	—	2	1/1	—	2	2/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	5	7	10
American Indian	0	0	0
Mexican American/Chicano	0	1	1
Mainland Puerto Rican	0	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	32	—	—	1	1/0	—	2	2/0	—	3	2/1	—
Accepted	11	7/4	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	3	1/2	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	4	1/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	22	11/11	—	0	0/0	0	0	0/0	0	1	0/1	—
1984-85												
Applied	45	—	—	4	1/3	—	1	0/1	—	3	1/2	—
Accepted	10	7/3	—	1	0/1	—	0	0/0	0	1	0/1	—
Matriculated	6	4/2	—	1	0/1	—	0	0/0	0	1	0/1	—
Enrolled												
First-Year	6	4/2	—	1	0/1	—	0	0/0	0	1	0/1	—
All Years	22	12/10	—	1	0/1	—	0	0/0	0	1	0/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	6	4	7
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	1	0	0

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	225	116/109	—	8	6/2	—	60	33/27	—	26	17/9	—
Accepted	35	15/20	—	1	1/0	—	7	3/4	—	1	1/0	—
Matriculated	13	6/7	—	0	0/0	0	1	1/0	—	0	0/0	0
Enrolled												
First-Year	13	6/7	—	0	0/0	0	1	1/0	—	0	0/0	0
All Years	42	22/20	—	2	2/0	—	5	5/0	—	1	1/0	—
1984-85												
Applied	270	119/151	—	15	8/7	—	42	27/15	—	40	26/14	—
Accepted	32	14/18	—	2	1/1	—	5	2/3	—	1	1/0	—
Matriculated	12	7/5	—	1	1/0	—	0	0/0	0	1	1/0	—
Enrolled												
First-Year	14	7/7	—	1	1/0	—	0	0/0	0	1	1/0	—
All Years	42	23/19	—	3	3/0	—	4	4/0	—	2	2/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	12	11	6
American Indian	0	2	0
Mexican American/Chicano	1	3	0
Mainland Puerto Rican	0	0	1

The Johns Hopkins University School of Medicine

Address inquiries to
Dr. Roland Smoot
Assistant Dean of Student Affairs
The Johns Hopkins University
School of Medicine
Administration Building 115
720 Rutland Avenue
Baltimore, Maryland 21205
(301) 955-3416

Recruitment. The Johns Hopkins University School of Medicine is committed to enrolling and educating individuals from disadvantaged groups. Minority faculty and students participate in all admissions and recruitment activities. Representatives of the admissions committee, faculty, student body and the assistant Dean for student affairs visit colleges throughout the country providing premedical advisors and minority students with information about educational opportunities available at the Johns Hopkins Medical Institutions. Minority faculty members knowledgeable in the admissions process send direct mailings encouraging applications to Johns Hopkins and frequently provide informal counseling for the premedical students identified by this process. Tours of the medical school and hospital facilities are provided for all applicants selected for interview, and similar visitations are made available upon request to minority student groups interested in medical careers.

Special recruitment events include seminar-workshops on health problems of disadvantaged groups where prospective students meet and study with minority faculty and community physicians who are addressing these issues in the greater Baltimore area. In addition, many minority students attending Johns Hopkins participate in community youth activities and visit high schools with large minority enrollments to provide role models encouraging disadvantaged youth to pursue professional careers in medicine.

Admissions. Minority students are considered on an equal basis with other candidates. There are no state residency requirements, and the Committee on Admission welcomes applications from minority students in all sections of the country. The B.A. degree or equivalent must be received prior to matriculation. All students are encouraged to complete studies of liberal arts or sciences consistent with their undergraduate major. Several assured admission/delayed matriculation options are available for college juniors and seniors in the Johns Hopkins Flexible Medical Admissions Program which may be of interest to minority students seeking to broaden their educational opportunities.

Selection factors include: proven academic competence in college courses; strong personal qualities; demonstrated leadership, creative abilities and humanistic concerns with evidence of community service, and supporting recommendations provided by premedical advisors or faculty members.

The Medical College Admission Test (MCAT) is not required. Applicants should submit scores of a single Scholastic Aptitude Test (SAT), Graduate Record Examination (GRE), or American College Test (ACT) completed previously in their education. MCAT scores may be substituted for this requirement by applicants who have never taken the above tests or by applicants who feel that their testing skills are best represented by the MCAT.

Academic Aid Programs. After matriculation, tutorial assistance is available to all students exhibiting difficulty as well as those who request help. This is individualized and structured in such a manner as to meet the particular needs or deficiency of the students.

All matriculants in the School of Medicine are assigned a student advisor as well as a faculty advisor upon admission to the School of Medicine. An immediate relationship is established with both advisors.

Summer Programs. There are no such programs at this time.

Student Financial Assistance. Minority and disadvantaged students are able to seek financial aid. Such aid is only given on a need basis. Scholarships are provided after the student has borrowed the unit loan, a figure set yearly which is the mandatory amount a student must borrow in the year before becoming eligible for scholarship monies. Given the unit loan, all of the students' financial need for a given year can then be made up in scholarship dollars. This is a process which is available to every student in financial need.

The application fee can be waived in the cases of financial need, if a letter from the Dean of Pre-med Advisor is sent to certify the applicants' inability to pay the fee.

University of Maryland School of Medicine

Address inquiries to
Dr. Robert L. Harrell, Jr.
Assistant Dean for Student Affairs
University of Maryland
School of Medicine
655 W. Baltimore St.
Baltimore, Maryland 21201
(301) 528-7689

Recruitment. The University of Maryland School of Medicine sponsors a number of undergraduate and high school programs which are designed to encourage, prepare and facilitate the entry of minority students into the field of medicine. These include, visits to undergraduate colleges and universities, seminars and workshops at the School of Medicine and summer programs. A major focus of our recruitment efforts is to provide information on admissions requirements, admissions process, undergraduate preparation for medicine and educational opportunities at the University of Maryland School of Medicine which includes the M.D./Ph.D. Program.

A special effort is made to provide relevant information to applicants, parents and spouses through visits to the School of Medicine (especially on the day of interview) and workshops on our campus. Seminars and workshops are also provided for premedical counselors.

In addition to faculty and administrators, medical students, and alumni are also actively involved in recruitment efforts.

Admissions. The University of Maryland School of Medicine participates in AMCAS (American Medical College Application Service). Minority students from all states are encouraged to apply. The admissions procedure for minority students are the same as those for all applicants. Among the selection factors emphasized by the Admissions Committee are: Undergraduate GPA, MCAT scores, application essay and personal characteristics of the applicant. The interview, letters of recommendation and the applicant's life experiences help us to evaluate the subjective qualities.

Minority recruitment staff of the Office of Student Affairs work closely with the Admissions Office to facilitate the processing of applications from minority students.

Academic Aid Programs. Extensive retention services are provided for all students. Some of these are tutorials, academic monitoring, personal, academic, career, and financial counseling, interaction with faculty through the advisory system, and skills development workshops. Because of our emphasis on recruiting and graduating increased numbers of minority students, a number of retention activities are developed for minority medical students such as a Prematriculation Summer Program.

Our emphasis is on providing personalized services relative to the needs of each individual student.

Summer Programs. A Prematriculation Summer Program is offered to all minority students who are scheduled to matriculate at the University of Maryland School of Medicine.

Student Financial Assistance. A variety of university, state, and federally funded programs provide financial aid to needy students. In addition, some funds are specifically provided to aid minority students. Detailed information on programs and application procedures can be obtained by contacting the Student Financial Aid Office, 621 W. Lombard Street, Baltimore, Maryland 21201 or by calling (301) 528-7347.

Uniformed Services University of the Health Sciences
F. Edward Hébert School of Medicine

Address inquiries to
Peter J. Stavish
Director of Admissions/Registrar
Uniformed Services University of the Health Sciences
F. Edward Hébert School of Medicine
4301 Jones Bridge Road
Bethesda, Maryland 20814-4799
(301) 295-3101

Recruitment. The Uniformed Services University of the Health Sciences was founded to educate health care professionals for careers in the Uniformed Services of the Federal government. Being a national resource, the School of Medicine engages in comprehensive, country-wide selections. It regularly sends descriptive materials to all of the undergraduate colleges throughout the United States to make as many individuals as possible aware of its existence and purposes. Recipients of this literature include all college presidents, all librarians, and all chief premedical advisors. Officials of the School, both faculty and staff, also visit undergraduate colleges to meet with potential applicants and advisors. Schools having a predominantly minority enrollment are among the institutions visited. An affirmative action and equal opportunity employer, the School of Medicine works closely with professional organizations, private groups and Federal agencies whose objective is to promote equal advantages of minorities and underprivileged groups. Contact with minority premedical organizations and societies is desired, and arrangements can be made upon request to either have these groups visit the School or have representatives of the School meet with them on their campuses. The School seeks to identify and encourage applicants from groups which are underrepresented in medicine, *as defined by the Department of Defense*. These categories include U.S. citizens who are women, Black Americans, American Indians/Alaskan Natives, Asian or Pacific Islanders, Mexican Americans, other Hispanics, and Puerto Ricans. Students are selected through: ROTC, fraternities and sororities, Med-MAR, follow-up of minority applications, data maintenance, and follow-up of selected applicants extended offers.

Admissions. Members of the Committee on Admissions have attended workshops designed to sensitize them to special issues in the consideration of minority and disadvantaged candidates. There are no special procedures for consideration of minority candidates; however, the Committee on Admissions considers the disadvantages and obstacles candidates have faced when it assessed their achievements. While there is minority and female representation on the Committee on Admissions, these members have been appointed as part of their normal faculty duties, with no special requirement to act as spokespersons for any particular group of applicants.

Academic Aid Programs. At the present time, all remedial work is offered on an individual basis.

Summer Programs. Since the School of Medicine is in session for 48 weeks of the year, no special summer programs can be offered after matriculation.

Student Financial Assistance. There are no fees or tuition at the School of Medicine. Students are Reserve Commissioned Officers on active duty in pay grade 0-1 (second lieutenant in the Army or Air Force, ensign in the Navy, or junior assistant in the Public Health Service), and receive the full pay and allowances of that rank. This currently amounts to a salary of approximately $20,000 per year for a student with no prior military service and no dependents.

The program of the School of Medicine is specifically designed for individuals who are motivated for careers in the Medical Corps of the Armed Forces or the Public Health Service.

Graduates of the program will serve on active duty in one of the Uniformed Services for a minimum of seven years following completion of the doctor of medicine degree, with time spent in internship and residency programs not being creditable toward this obligation.

There are no fees for application to the School of Medicine, other than the normal AMCAS charges.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	151	84/67	—	3	2/1	—	15	9/6	—	5	3/2	—
Accepted	25	14/11	—	0	0/0	0	0	0/0	0	2	2/0	—
Matriculated	15	9/6	—	0	0/0	0	0	0/0	0	1	1/0	—
Enrolled												
First-Year	17	11/6	—	0	0/0	0	0	0/0	0	1	1/0	—
All Years	50	38/12	—	1	0/1	—	3	1/2	—	1	1/0	—
1984–85												
Applied	163	86/77	—	7	7/0	0	18	12/6	0	10	6/4	0
Accepted	21	12/9	—	0	0/0	0	3	2/1	—	2	2/0	—
Matriculated	9	7/2	—	0	0/0	0	1	1/0	—	1	1/0	—
Enrolled												
First-Year	10	7/3	—	0	0/0	0	1	1/0	—	1	1/0	—
All Years	47	35/12	—	1	0/1	—	3	2/1	—	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	12	11	8
American Indian	0	1	0
Mexican American/Chicano	1	1	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	193	93/100	40	2	1/1	100	2	2/0	100	3	2/1	67
Accepted	28	16/12	93	1	0/1	100	1	1/0	100	1	1/0	100
Matriculated	15	10/5	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	17	10/7	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	40	21/19	100	1	1/0	100	1	1/0	100	1	1/0	100
1984-85												
Applied	217	92/125	39	1	1/0	0	10	7/3	0	5	3/2	100
Accepted	25	8/17	60	0	0/0	0	0	0/0	0	1	0/1	100
Matriculated	13	4/9	69	0	0/0	0	0	0/0	0	1	0/1	100
Enrolled												
First-Year	17	6/11	76	0	0/0	0	0	0/0	0	1	0/1	100
All Years	42	20/22	91	1	1/0	100	1	1/0	100	2	1/1	100

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	4	11	8
American Indian	0	1	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	176	101/75	—	9	6/3	—	34	25/9	—	18	13/5	—
Accepted	7	3/4	—	2	1/1	—	2	2/0	—	2	2/0	—
Matriculated	4	2/2	—	0	0/0	0	0	0/0	0	1	1/0	—
Enrolled												
First-Year	4	2/2	—	0	0/0	0	0	0/0	0	1	1/0	—
All Years	17	9/8	—	4	4/0	—	3	3/0	—	2	2/0	—
1984-85												
Applied	230	125/105	—	14	10/4	—	33	28/5	—	24	19/5	—
Accepted	5	4/1	—	1	1/0	—	3	3/0	—	0	0/0	0
Matriculated	3	3/0	—	0	0/0	0	1	1/0	—	0	0/0	0
Enrolled												
First-Year	3	3/0	—	0	0/0	0	1	1/0	—	0	0/0	0
All Years	17	10/7	—	1	1/0	—	5	5/0	—	2	2/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	3	4	6
American Indian	1	1	2
Mexican American/Chicano	0	3	0
Mainland Puerto Rican	0	1	0

Boston University School of Medicine

Address inquiries to
Mrs. Phyllis J. Stevens
Director
Office of Minority Affairs
Boston University
School of Medicine
80 East Concord Street
Boston, Massachusetts 02118
(617) 247-6056

Recruitment. The Boston University School of Medicine (BUSM), is committed to the recruitment, admission and retention of minority students. The Office of Minority Affairs (OMA) recruits nationwide for applicants to B.U.S.M. Our recruitment program involves visiting undergraduate schools to speak to individuals and groups, as well as summer premedical programs to interview prospective applicants. As a result of our recruitment efforts, BUSM has maintained a 12-15% enrollment of minority students.

Admissions. We have no special Admissions Committee for minority students. The Office of Minority Affairs participates actively in the processing and screening of applications from minority students. The Assistant Dean is an active member of the Admissions Committee, participating in the medical school interviews and the selection process. Candidates for admission to B.U.S.M. should apply to the American Medical Application Service (AMCAS), 1776 Massachusetts Ave. NW, Washington, D.C. 20036.

Academic Aid. All students receive group or individual tutorial assistance as the need arises. Academic counseling is offered by the OMA staff and the Assistant Dean. In addition, each first-year student is assigned a faculty advisor. Various seminars are conducted by OMA in assisting students to: 1) develop their clinical acumen and interperson relationships, 2) be exposed to faculty role models, and 3) select appropriate house officer training programs.

Summer Programs. Prior to entering medical school, minority students accepted by B.U.S.M. are invited to participate in a summer program. The Pre-entrance Program is a six-week academic enrichment program for minority students accepted by B.U.S.M. While participation is voluntary, the OMA strongly encourages the incoming minority students to enroll in this summer program. Instruction is given by first-year medical school faculty in gross anatomy, histology, and biochemistry. There is also an intensive integrated instruction in study skills and testing. The program is designed to facilitate the transition from college to medical school.

Student Financial Assistance. Application fees are waived upon request when proof of need is submitted. The Office of Student Financial Management actively works with students in identifying sources of direct grants, loans and service commitment programs.

Harvard Medical School

Address inquiries to
Dr. Alvin F. Poussaint
Associate Dean of Student Affairs
Brenda D. Lee-Walker
Assistant to the Dean
Office of Recruitment and Retention
Harvard Medical School
25 Shattuck Street
Boston, Massachusetts 02115
(617) 732-1572

Recruitment. Harvard has a number of programs that are geared toward increasing the number of minorities in the health fields. The Harvard Medical School employs a full-time administrator who coordinates the recruitment of minority group students through a summer mailing to students registered on the Med-MAR list published by the AAMC. Regional recruitment trips to college campuses are conducted by minority medical students in the spring. Prospective applicants are invited to visit the Medical School, browse through Countway Medical Library, have lunch at Vanderbilt Hall, and talk with medical students and administrators anytime they are in the Boston area.

Admissions. Although minority group students are admitted through the regular admissions process, the subcommittee which screens and evaluates these applicants is represented by both faculty and students from different minority groups. The factors which we emphasize in the selection of applicants are academic strength, community commitment and leadership ability.

Academic Aid Programs. Among the academic supportive services provided are: tutorials for basic science courses; academic and personal counseling; and review materials and sessions for the National Boards. There are no special academic programs or tracks for minority students. All Harvard students go through the regular program.

Summer Programs. The Office of Recruitment and Retention sponsors an eight week Pre-Matriculation Summer Program for eight to ten minority and/or economically disadvantaged students admitted to Harvard's Medical and Dental Schools. The Summer Program has been designed to enhance the academic preparation of the participants as well as provide exposure to research and academic careers. Financial assistance (awarded according to need) is available to defray the cost of tuition, room and board, books, fees and one-way transportation to Boston. Participants also receive a stipend for personal expenses.

Harvard also has a summer program for individuals preparing for health careers. The Health Professions Program (H.P.P.) of the Harvard Summer School is a preparatory pre-professional training and enrichment program for individuals who are members of ethnic minority groups or come from economically disadvantaged backgrounds. The objective of the H.P.P. is to provide each student with an individualized program of academic study, pre-professional exposure and skills enrichment. This is accomplished through activities including course and laboratory work, clinical exposure, personal counseling, career advising, exposure to medical professionals and educators designed to meet the academic needs of each student accepted into the program.

Individuals from the aforementioned groups who are interested in: medicine, dentistry, osteopathy, optometry, public health (doctoral level) and veterinary medicine are invited to apply. For more information contact: Health Professions Program, Harvard University, 20 Garden Street, Cambridge, MA 02138 or call (617) 495-2954.

Student Financial Assistance. Harvard honors requests for application fee waivers, but stipulates that a letter from the financial aid office of the undergraduate or graduate institution be sent to the Office of Admissions affirming the student's financial situation. A copy of an approved AMCAS fee waiver will also be accepted.

Harvard Medical School uses a needs analysis system (GAPSFAS) to determine student's eligibility for financial aid. Since all Harvard financial aid is awarded according to need, the student's economic situation rather than his/her minority status governs the financial aid award. Harvard has no special funds earmarked for minority students.

University of Massachusetts Medical School

Address inquiries to
Dr. Raquel Bauman
Assistant Dean of Students
University of Massachusetts
Medical School
55 Lake Avenue, North
Worcester, Massachusetts 01605
(617) 856-2444

Recruitment. Minority group students who are legal residents of Massachusetts are invited to submit an application to the University of Massachusetts Medical School. Selected applicants are invited to the School for interviews with members of the Committee on Admissions. Enrolled students conduct tours and answer questions for applicants.

Premedical advisors from many schools in the New England area are invited to the School for a program about the School and its admissions policy, including information for potential minority group applicants. Faculty members also visit colleges in the area to talk with premedical students and their advisors. Premedical students are always welcome to visit the Medical School and opportunities to talk with our minority medical students can be arranged with advance notice.

Admissions. A single Committee on Admissions reviews all applications and selects the class, including minority students.

Academic Aid Programs. Tutorial assistance is available to all students having academic difficulty during the basic science years. Other support services are provided by the Counseling Center.

Summer Programs. A summer Enrichment Program (SEP) is available for college students at the sophomore level and above. A group of students is selected to come to the University of Massachusetts Medical School to participate in a 4 week academic program. The objectives of the program are: to recruit minority/economically disadvantaged pre-meds to UMASS, to motivate students to actively pursue a medical career, to familiarize students with the medical school environment and admissions process, to strengthen study skills and performance on the MCAT examination. Students are provided with a reasonable stipend and free housing at a nearby college campus facility.

The University also sponsors a High School Health Careers Program. It brings sophomore and junior students from throughout the state to a five-week on-campus academic program. Students receive instruction in biology, chemistry, mathematics, reading, writing, public speaking, and study and career skills.

Student Financial Assistance. The school honors requests for application fee waivers in cases where AMCAS has granted a waiver. All students may apply to the Massachusetts Board of Higher Education for scholarship grants. Each year, the Medical School receives a variable sum of money from the state to be awarded as scholarship grants. Various loans are also available. This money, along with restricted money from all other sources, is awarded solely on the basis of the comparative financial need of all students seeking aid. In addition, students who are "exceptionally financially needy" according to government guidelines have this status taken into account as their ratio of loans to scholarships is determined.

Other Pertinent Information. All minority persons seeking admission to the Medical School who are legal residents of the Commonwealth of Massachusetts are strongly urged to apply for admission. It may be of special interest that while the School offers a medical curriculum which is designed to prepare students for any career within medicine, the University of Massachusetts Medical School has a special commitment to the primary care specialties, including family practice, internal medicine, and pediatrics.

The Massachusetts Legislature has required the University Board of Trustees to enter into a learning contract with each student accepted for admission who wishes to do so. The learning contract makes available a loan for up to two-thirds of the total cost of tuition. Under the learning contract, each student agrees to provide either service in the Commonwealth of Massachusetts or to repay a stipulated amount of money per year of study.

Tufts University School of Medicine

Address inquiries to
Dr. James R. Morehead
Coordinator for Minority Affairs
Tufts University
School of Medicine
136 Harrison Avenue
Boston, Massachusetts 02111
(617) 956-6776

Recruitment. Recruitment is primarily aimed at the undergraduate level with concentration of efforts in the "local" (Boston, New England, and New York) areas. In addition, recruitment is also directed toward colleges in the southern, southwestern, and western areas. Most contacts are made by both faculty and students through premedical organizations on individual campuses, as well as through national or regional student meetings and career day programs.

Admissions. Minority student applications are evaluated by members of the Admissions Committee, which includes several minority faculty persons and minority students. Emphasis is directed toward an evaluation of the total person, including socioeconomic background and academic accomplishments.

Academic Aid Program: Throughout the academic program, tutorial aid in the form of individualized or group instruction by faculty, graduate students, and upperclassmen is provided to minority students who request such aid.

Summer Programs. Prior to matriculation Tufts University School of Medicine offers a summer academic program for students accepted for admission. It is designed to help the accepted student develop general study skills for the medical school curriculum. Courses include basic review materials in preparation for the histology and biochemistry exemption examinations, an introduction to human gross anatomy, and a speed reading/testing skills course, which is presented by the Evelyn Woods Reading Institute.

Student Financial Assistance. The application fee may be waived upon receipt of a letter from the undergraduate financial aid officer certifying that payment of the fee would constitute a financial burden, or by enclosure of a xerox copy of appropriate W-2 forms. In certain cases, regional interviews may be scheduled. Limited financial aid is available through institutional sources.

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	278	137/141	—	11	6/5	—	106	67/39	—	61	33/28	—
Accepted	35	15/20	—	2	2/0	—	8	5/3	—	10	8/2	—
Matriculated	11	3/8	—	0	0/0	0	2	1/1	—	1	1/0	—
Enrolled												
First-Year	13	3/10	—	0	0/0	0	5	3/2	—	2	2/0	—
All Years	39	20/19	—	2	1/1	—	10	6/4	—	9	7/2	—
1984-85												
Applied	301	124/177	—	25	15/10	—	123	93/30	—	64	38/26	—
Accepted	38	15/23	—	1	1/0	—	13	9/4	—	10	5/5	—
Matriculated	14	9/5	—	1	1/0	—	5	4/1	—	3	0/3	—
Enrolled												
First-Year	14	9/5	—	1	1/0	—	5	4/1	—	3	0/3	—
All Years	44	24/20	—	2	1/1	—	13	8/5	—	8	4/4	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	9	11	4
American Indian	1	0	0
Mexican American/Chicano	1	3	0
Mainland Puerto Rican	4	0	2

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	229	—	—	16	—	—	74	—	—	47	—	—
Accepted	23	12/11	0	3	0/3	0	11	7/4	0	7	5/2	0
Matriculated	10	5/5	0	1	0/1	0	10	6/4	0	5	4/1	0
Enrolled												
First-Year	10	5/5	0	1	0/1	0	10	6/4	0	5	4/1	0
All Years	66	—	3	6	5/1	0	32	22/10	0	15	12/3	0
1984-85												
Applied	211	—	—	14	—	—	79	—	—	33	22/11	—
Accepted	22	11/11	0	0	0/0	0	11	9/2	0	4	4/0	0
Matriculated	18	9/9	0	0	0/0	0	5	4/1	0	2	2/0	0
Enrolled												
First-Year	18	9/9	0	0	0/0	0	5	4/1	0	2	2/0	0
All Years	63	38/25	3	5	3/2	0	32	22/10	0	18	14/4	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	18	15	11
American Indian	0	4	0
Mexican American/Chicano	6	7	8
Mainland Puerto Rican	2	0	3

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	24	9/15	—	2	2/0	—	0	0/0	0	4	4/0	—
Accepted	5	2/3	—	1	1/0	—	0	0/0	0	4	4/0	—
Matriculated	4	2/2	—	0	0/0	0	0	0/0	0	1	1/0	—
Enrolled												
First-Year	5	2/3	—	0	0/0	0	0	0/0	0	1	1/0	—
All Years	10	5/5	—	0	0/0	0	0	0/0	0	5	3/2	—
1984-85												
Applied	16	10/6	—	1	1/0	—	1	0/1	—	5	3/2	—
Accepted	6	4/2	—	0	0/0	0	1	0/1	—	3	2/1	—
Matriculated	3	3/0	—	0	0/0	0	1	0/1	—	3	2/1	—
Enrolled												
First-Year	4	4/0	—	0	0/0	0	1	0/1	—	4	3/1	—
All Years	10	7/3	—	0	0/0	0	1	0/1	—	6	3/3	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1981 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	3	1	1
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	2	1	1

Michigan State University
College of Human Medicine

Address inquiries to
Dr. Carrie B. Jackson
Director of Student Affairs
A234 Life Sciences
College of Human Medicine
Michigan State University
East Lansing, Michigan 48824-1317
(517) 353-7140

Recruitment. The College of Human Medicine has demonstrated a strong commitment to the recruitment and retention of applicants from populations currently underrepresented in today's medical profession. The following recruitment efforts are made to support this commitment. Visits are made to high schools, colleges, and universities in Michigan and the surrounding area. Workshops on preparing and applying for medical school are held for college students. Special contacts are made with premedical college advisors. Visits are made to minority premedical summer opportunity programs. Faculty participate in local, state, and national conferences to discuss our efforts to attract and retain minority students. Emphasis is placed on early discussion of potential careers in medicine.

Admissions. In keeping with the above mentioned goals, the Committee on Admissions seeks to admit a class that is not only academically competent but also representative of a wide spectrum of personalities, backgrounds, talents and motivations. The College does not have a separate review system for minority applicants but strongly encourages applications from students who have the desire and the aptitude to become physicians but have experienced unequal educational opportunities for social, cultural, or racial reasons. Minority and other non-traditional applicants have been very competitive, and the College has shown steadily increasing enrollment. In the past four years, the College of Human Medicine has had minority (Black, Spanish-speaking and Native American) enrollment of 20%-25% of the entering class.

The requirements for admission are the MCAT, two years of college and the specific course requirements which are outlined in the AAMC Medical School Admission Requirements book. Academic major is not a critical factor for admission; a solid background in the arts, humanities, or social sciences will be as much value to the future doctor as strong preparations in the biosciences. Completion of a four-year undergraduate program is not required although the majority of all accepted students have a baccalaureate degree.

Academic Aid Programs. The Office of Student Affairs offers several support programs and numerous resources for all students. All students have an academic advisor who assists them in planning and scheduling the curriculum as well as provides other support help. The Office of Student Affairs provides free tutors for all required courses. A Learning and Study Skills Consultant offers assistance to any student who desires improving his/her reading, writing, test-taking and/or study skills.

In addition, the curriculum is divided into three phases. Phase I provides an introductory overview of medicine. Phase II emphasizes the basic biological and behavioral sciences as well as the development of problem solving skills. Phase III includes the clinical training. There is an alternative curriculum which provides an opportunity for students to decelerate or accelerate their progress in Phase II. Students are encouraged (with the help of the advisor) to develop a realistic curriculum schedule which takes into consideration their own learning style and educational experiences as well as the course demands of the College.

Summer Programs. The College of Human Medicine at Michigan State University sponsors two summer programs through a grant from the Health Careers Opportunity Program.

—*SEEK Program.* The Science Education Enrichment and Knowledge (SEEK) Program offers an intensive eight week program of study designed to enhance the preparation of students from minority and economically disadvantaged backgrounds for admission to medical school. Participants receive formal instruction in biology, chemistry, physics, and problem-solving as well as individualized consultation in reading and learning skills development. Workshops and seminars on topics such as test-taking skills, study skills, time management, and stress management are also offered.

A student seeking admission to the SEEK Program must: 1) be a U.S. Citizen or national of the United States; 2) be from a minority or economically disadvantaged background; 3) have completed at least the sophomore year of college; 4) have taken at least six semester hours or nine term credits each of chemistry and biology, including labs; 5) have an interest in health-related careers; and 6) be recommended by someone who is familiar with the applicant's academic work (preferably a pre-health professions advisor).

Expenses related to room and board, and travel to and from the Program site are defrayed by the Program for all participants who are eligible for financial support. Applications must be obtained from: Wanda Lipscomb, Ph.D., Director of Recruitment and Special Projects, Michigan State University, College of Human Medicine, A-239 Life Science Building, East Lansing, Michigan 48824-1317.

SOAR Program. The Summer Orientation and Retention (SOAR) Program is a five week program designed to provide a "head-start" for newly admitted minority and disadvantaged medical students the summer prior to their enrollment. The SOAR Program consists of four components: basic science review, skills assessment and development, clinical exposure and enrichment, personal and academic counseling. Instructional activities include lectures, laboratories, seminars, small group sessions, field trips, and individualized conferences.

Expenses related to room and board, and travel to and from program site are defrayed by the program for all participants who are eligible for financial support. Inquiries related to the SOAR Program should be addressed to: Pamela Bellamy, Ph.D.(cand.), Coordinator of Student Development, Michigan State University, College of Human Medicine, A-234 Life Science Building, East Lansing, Michigan 48824-1317.

Student Financial Assistance. The Michigan State University Office of Financial Aid has a staff of health professions advisors to counsel medical students and assist them in financial planning. There are some scholarship and grants available to minority students. The Michigan State University Urban Affairs Programs awards an Equal Opportunity Program Fellowship for four years of medical education. All scholarships and grants awarded at Michigan State University are made on the basis of demonstrated financial need. Workshops are conducted during prematriculation to encourage students to begin financial planning for their medical school education early. If financial problems are anticipated, students are urged to speak with a health professions counselor at the Office of Financial Aid or with the Director of Student Affairs.

The University of Michigan Medical School

Address inquiries to
Dr. Margaret C. Woodbury
Assistant Dean for Student Affairs
The University of Michigan
Medical School
Box 025
2720 Furstenburg
Ann Arbor, Michigan 48109
(313) 764-8185

Recruitment. Minority students who achieve competitive scores on the Medical College Admission Test as reported in the Medical Minority Applicant Registry are sent letters which include extensive information about the Medical School, inviting them to apply. In addition, minority faculty members, houseofficers, and medical students make regular visits to a number of college health professions summer programs for minority students as well as to college minority health careers programs during the academic year. Medical students from the Recruitment Committees of the Black Medical Association and the Latin American and Native American Medical Association make individual follow-up calls to interested applicants.

Minority high school students who have been identified by their counselors and mathematics and science teachers as academically talented and interested in a career in the health sciences are encouraged to apply either to the Premedical-Medical Integrated Program (Interflex) for high school graduates who can complete the requirements for the M.D. degree in seven years or to apply to the College of Literature, Science and the Arts. If they matriculate in the latter, they are given access to the Medical School counselors for advice in arranging their undergraduate curriculum and for making referrals to appropriate student support services on the campus.

The Medical School participates in the Minority High School Student Summer Research Apprenticeship Program sponsored by the Division of Research Resources of the National Institutes of Health. Each summer several local minority high school students who are recommended by their counselors are selected to participate in the eight week program for which they receive a stipend and in which they work with a member of the basic science faculty involved in an ongoing research investigation.

Students who have enrolled in the undergraduate school are provided advice and counseling by both their faculty mentor and the Medical School counselors. Students who enroll elsewhere for undergraduate work are encouraged to consider Michigan for graduate and/or professional studies.

Admissions. The Admissions Committee at the University of Michigan Medical School is a diverse group which includes medical students, faculty, and administrators. Members of minority groups and women are represented on the Committee. While all applications to the Medical School are processed in a similar fashion, the chairman of the Admissions Committee has available the advice of faculty members and students who are particularly familiar with the problems of minority applicants. Cognitive and non-cognitive variables are given careful consideration.

Academic Aid Programs. For matriculated students, a study skills program and academic counseling are available in each of the courses. From time to time students who are having academic difficulty in the Medical School are permitted to proceed on a reduced schedule of courses. The understanding in these cases is that the student will complete the work of the first two years of medical school in three years.

Summer Program. A new prematriculation program for accepted students, and a post-baccalaureate program for registered applicants are offered through the school's Health Careers Opportunity Program.

Entering minority and/or disadvantaged students are invited to participate in a 4 week program immediately preceding the beginning of the fall term. This program is designed to facilitate the transition to medical school; to provide a background in study and test taking skills to enhance performance in medical school; to provide counseling and orientation with faculty, staff and advanced students; to provide an opportunity to finalize living arrangements and become familiar with the campus and community before regular classes begin.

Post-Baccalaureate Program. The Post-Baccalaureate Program is a 2 semester curriculum designed to improve the qualifications of students who are motivated to become physicians but who are disadvantaged by background and prior inadequate educational opportunity and achievement. *Submitting an AMCAS application to the University of Michigan Medical School before the application deadline for a given year constitutes application to the Post-Baccalaureate Program (AIMED) for qualifying individuals.*

Students selected for this program receive an intensive study skills and reading program, personal counseling and specific science courses in the University's College of Literature, Science and the Arts, all designed to strengthen the students' academic and non-academic preparation for medical school. Participants must re-apply for admission to the school(s) of their choice.

Student Financial Assistance. Financial aid at the University of Michigan Medical School is provided solely on the basis of need. The Medical School has, in addition to the usual federal and national programs available to all medical students, an Opportunity Award Program funded by the Regents of the University and a limited number of tuition scholarships. The money is available for grants to economically disadvantaged students.

A university grant permits the Admissions Committee to sponsor the application fee of a number of economically disadvantaged students. We are unable to finance trips for interviews.

Other Pertinent Information. The Medical School has a very effective counseling program which is available to all students. Our various programs account for a high rate of minority student retention and graduate medical placement.

Wayne State University School of Medicine

Address inquiries to
Dr. Jane R. Thomas
Minority Affairs Officer
Wayne State University
School of Medicine
1269 Scott Hall
540 East Canfield
Detroit, Michigan 48201
(313) 577-1560

Recruitment. The Office of Recruitment at Wayne State University School of Medicine plans, directs and implements the medical school's minority recruitment activities. The primary purpose of the Recruitment Outreach Program is to provide an access system for students to the medical school and to aid prospective minority students in their efforts to become stronger candidates for admission to medical school. The intent of the outreach program is to increase the pool of minority applicants by strengthening the students' academic and personal background. It is the policy of the Office of Recruitment to establish communications and involvements with prospective minority applicants early in the admissions process. Selected Med-MAR registrants as well as Wayne State University and Detroit area college students are invited to participate in the program.

The School of Medicine Recruitment Office has a Premedical Career Counseling staff which provides academic and developmental counseling to students. The staff counselors work in the field serving target populations. The target populations are students in: 1) the Detroit Public Schools; 2) two and four year colleges, other than Wayne State University; and 3) undergraduate students enrolled in Wayne State University's premedical program.

Admissions. All students are admitted through the school's Admissions Committee. Membership on the Admissions Committee includes minority and female faculty members as well as students. Factors such as a broad educational background, competitive performance in the basic sciences and on the MCAT, related experiences in the biomedical field and personal characteristics are considered by the Admissions Committee.

Academic Aid Programs. Tutoring, academic and personal counseling are available on an individual and group basis to all medical students through the Office of Student Affairs. Faculty and advanced level students serve as tutors.

Summer Program. Entering minority students are invited to participate in a summer program designed to facilitate the transition to medical school. The students are familiarized with the school and are introduced to the organ systems curriculum. Concepts in biochemistry, anatomy, histology, physiology and embryology are presented. The students' regular course work begins in the fall. Students are given an opportunity to work on those study skills pertinent to medical school. Counseling and directional work are provided to reinforce confidence. In addition, students are given the opportunity to meet faculty and advanced students.

Post-Baccalaureate Program. The Post-Baccalaureate Program assists students whose prior academic performances have been compromised by economic and educational disadvantages. The program offers a year of structured and intensive preparation for medical school. *The submission of an application for admission to Wayne State University School of Medicine is one of the prerequisites to candidacy for the school's Post-Baccalaureate Program.* Fourteen students participate in the Post-Baccalaureate Program each year. Successful completion of the Program assures admission to Wayne State University's medical school. The program strengthens the student's academic and non-academic preparation for medical school. The program is divided into three semesters and a summer program. During the fall and winter semesters the students take specific science courses in the University's College of Liberal Arts. Course election is based on individual needs. Specially designed study skills and reading programs are provided. Students also receive personal counseling. The spring term classes are held at the medical school. Medical school faculty present anatomy, histology, bio-chemistry and physiology course material. The intent of this term's work is to facilitate the development of discipline and the necessary mechanisms to handle the volume of work in medical school. During the summer the students participate in the Entering Freshman Summer Program described above.

Student Financial Assistance. All students admitted to Wayne State University's medical school who apply for financial aid are awarded assistance based on need and the availability of funds.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	327	154/173	—	9	4/5	—	101	66/35	—	58	35/23	—
Accepted	39	20/19	—	0	0/0	0	17	10/7	—	10	8/2	—
Matriculated	13	9/4	—	0	0/0	0	2	0/2	—	4	2/2	—
Enrolled												
First-Year	15	9/6	—	0	0/0	0	2	0/2	—	5	2/3	—
All Years	48	27/21	—	2	2/0	—	7	2/5	—	12	3/9	—
1984–85												
Applied	304	136/168	—	20	11/9	—	97	71/26	—	60	38/22	—
Accepted	26	11/15	—	4	3/1	—	11	8/3	—	5	4/1	—
Matriculated	7	3/4	—	3	2/1	—	3	2/1	—	5	4/1	—
Enrolled												
First-Year	11	7/4	—	3	2/1	—	3	2/1	—	6	5/1	—
All Years	43	24/19	—	4	3/1	—	6	3/3	—	15	7/8	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	15	16	6
American Indian	1	0	1
Mexican American/Chicano	3	0	1
Mainland Puerto Rican	3	3	3

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	235	104/131	—	12	7/5	—	100	66/34	—	11	5/6	—
Accepted	22	10/12	—	1	1/0	—	6	2/4	—	2	1/1	—
Matriculated	15	6/9	53	1	1/0	100	1	1/0	100	2	1/1	50
Enrolled												
First-Year	15	6/9	53	1	1/0	100	1	1/0	100	2	1/1	50
All Years	41	21/20	—	12	8/4	—	11	5/6	—	9	5/4	—
1984–85												
Applied	186	85/101	—	9	6/3	—	96	69/27	—	17	11/6	—
Accepted	17	7/10	—	2	2/0	50	11	9/2	—	3	1/2	66
Matriculated	13	6/7	61	1	1/0	100	4	3/1	50	3	1/2	66
Enrolled												
First-Year	13	6/7	61	1	1/0	100	4	3/1	50	3	1/2	66
All Years	50	25/25	—	12	9/3	—	11	6/5	—	9	5/4	—

—Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	9	2	4
American Indian	2	4	1
Mexican American/Chicano	3	4	3
Mainland Puerto Rican	3	2	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	338	160/178	25	12	8/4	17	96	70/26	7	17	11/6	24
Accepted	39	24/15	46	3	2/1	75	8	4/4	25	2	1/1	0
Matriculated	21	12/9	67	2	1/1	50	2	1/1	50	0	0/0	0
Enrolled												
First-Year	28	17/11	67	3	2/1	33	2	1/1	50	0	0/0	0
All Years	81	51/30	65	7	6/1	28	9	7/2	44	0	0/0	0
1984–85												
Applied	273	131/142	23	13	10/3	31	91	66/25	12	35	23/12	11
Accepted	38	16/22	34	2	2/0	100	12	9/3	50	3	3/0	0
Matriculated	21	9/12	48	2	2/0	100	9	7/2	56	3	3/0	0
Enrolled												
First-Year	25	11/14	52	2	2/0	75	9	7/2	55	3	3/0	0
All Years	90	53/37	59	6	6/0	57	18	14/4	44	5	5/0	0

—Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	16	22	15
American Indian	0	1	1
Mexican American/Chicano	0	0	7
Mainland Puerto Rican	1	1	1

Mayo Medical School

Address inquiries to
Dr. Edward H. Merritt
Administrative Assistant
Mayo Medical School
200 First Street, S.W.
Rochester, Minnesota 55905
(507) 284-2979

Recruitment. Mayo Medical School encourages minority students in high school and college, to become interested in medicine, and welcomes their applications at the appropriate time in their college education.

We establish contact with high schools and colleges in Minnesota, inform them of our interest in recruiting minority students, and visit minority premedical groups in Minnesota colleges and, occasionally, in out-of-state colleges. Thus far, we have had minority students from several Minnesota high schools and colleges, and most recently from University of Minnesota, Duluth; Carleton College, Northfield; Macalester College, St. Paul; Mankato State University, Mankato; Princeton University, Princeton, New Jersey; Northwestern University, Evanston, Illinois; and Capital University, Columbus, Ohio, enrolled as student trainees in Mayo laboratories during summer and interim periods.

Admissions. Entering classes at Mayo Medical School number about 40 students, of whom up to 20 are from outside Minnesota. For these positions, we receive 300-400 applications from Minnesotans, and more than 900 from students from other states.

A subcommittee of the Admissions Committee of Mayo Medical School reviews the applications of minority students before action by the full Committee.

Five percent of the enrollment is from minority groups underrepresented in medicine. At the time this material was prepared, one Mexican American, and one American Indian are expected to begin study here in September, 1985. Some of the minority students enrolled have previously participated in student traineeships during the summers.

Academic Aid Programs. Mayo Medical School does not have a formal program either for preadmission academic reinforcement or for subsequent academic difficulty. However, since the school is small, a close personal relationship is maintained with all students, and any student in academic difficulty is offered help as soon as the need is manifest. We are prepared to offer whatever academic support is needed, including tutoring and repetition of a particular course or of an entire academic year.

Student Financial Assistance. Out-of-state minority applicants asked to come for interviews may be reimbursed for the expense.

Students are appointed to Mayo Medical School without regard to their financial circumstances. Financial aid counseling is available to applicants and required for accepted students. Financing of medical education is primarily the responsibility of the student and his/her family. Mayo has loan funds available to supplement Federally sponsored loan and grant programs. A limited number of Mayo sponsored grants are available to the most needy students.

Other Pertinent Information. There is an active branch of the Student National Medical Association on campus. Mayo Medical School occasionally hosts regional meetings and sponsors delegates to meetings held elsewhere.

The minority population of Minnesota is mostly concentrated in the Twin Cities of Minneapolis and St. Paul. However, Rochester's minority population, numerically small, play a significant role in community activities. The presence in Rochester of medical students of different racial and cultural backgrounds further enriches the community.

University of Minnesota, Duluth School of Medicine

Address inquiries to
Ruth Myers, Co-Director
Community Program Specialist
American Indian Programs
University of Minnesota, Duluth
School of Medicine
Duluth, Minnesota 55812
(218) 726-7235/726-8878

Recruitment. Field visits to colleges, universities, and high schools in Minnesota are a real part of our recruitment efforts. Recruitment also takes place at workshops, pow-wows, on reservations, and at community events. This is done basically by the staff of the American Indian programs. Rarely would we expect non-Indians to recruit American Indians. Also, brochures and pamphlets explaining the programs are sent across the country by the American Indian recruiting office.

Admissions. The admissions process is the same as for the non-minority student. All students must meet certain premed requirements. Students favoring rural family practice in Minnesota, who have good MCAT scores, and are residents of Minnesota and certain portions of Northern Wisconsin are ideal for gaining admissions to this Medical School. AMCAS forwards all applications to the school, the students are required to submit 3 letters of reference, and those making it through the acceptance pool are called in to be interviewed by 2 of the admissions committee members. During the screening processes, minority applicants are not required to be dropped from the pool based upon established MCAT and GPA criteria. The deadline for application is November 15th. The Admissions Committee consists of 9 members, one of whom represents the summer programs for American Indians. Currently, a minority member from the community also serves as a full committee member.

Academic Aid Programs. There are currently 7 courses offered at the undergraduate level in the supportive services program, included are reading skills, writing skills, math skills, study skills, and science skills.

The seven courses in supportive services are funded by special undergraduate retention dollars for minority and disadvantaged students.

Tutors, photocopying, and word processing are available for disadvantaged medical students.

Summer Programs. At present, the American Indian Programs of the Medical School offer three summer programs which are 5-8 weeks in length, with the primary emphasis on increasing the numbers of American Indian students in the Health Care Delivery fields. One program is strictly for high school students and the other 2 are for either high school or college students. The majority of American Indian students who have been accepted into Medical School at UMD have participated in the summer program. The summer school program students are taught mini Medical School courses, such as anatomy, physiology, pathology, histology and gross anatomy. Some of the high school students are exposed to Medical research on a one-to-one basis with a Medical School faculty member in his/her laboratory. Financial Aid is provided by the programs for the educational cost and each program offers students a stipend to cover living expenses. The contact person for the programs is Ruth Myers.

Financial Assistance. There is none currently available other than the Federal Student Financial Aid Programs.

University of Minnesota
Medical School—Minneapolis

Address inquiries to
Dr. Edward Posey, Chairman
Minority Student Program Committee
University of Minnesota
Medical School
Box 293 Mayo Memorial Building
Minneapolis, Minnesota 55455-0310
(612) 624-1122

Recruitment. Recruitment activities for Minnesota students begin at the junior high school level and continue on, both in-state and out-of-state, through the collegiate years. Minority students at the high school level are contacted by the Health Sciences Minority Program staff. Orientation sessions, participation in prehealth science clubs, summer research, job opportunities, and visits to the Health Sciences Center are available. At the college level, premedical students are sponsored by the Medical School and the Minority Program to visit with medical students who encourage them to make applications. Minority student organizations provide personal assistance to applicants during interview visits at the Medical School to those applicants invited for an interview.

Admissions. A Minority Student Program Committee composed of faculty and students, including minority students, screens the applicants and makes recommendations for admission which are then acted upon by the Admissions Committee. The admissions process is the same as for the non-minority applicant, and all students must meet certain premedical requirements. Limited financial assistance is available for interview trips to applicants who are asked to come for interviews. Applicants whose undergraduate academic performance has consistently been marginal are unlikely to receive favorable consideration by either of the above committees. All applications must be submitted through AMCAS, and no applications will be considered which have not been received by AMCAS by November 15th. Students are encouraged to apply as early as possible.

Academic Aid Programs. After matriculation, tutorial aid is available to all students. The curriculum is flexible so that students can have their schedules adjusted according to their abilities. A special studies skill program is available to assist students in improving their study habits and examination skills.

Student Financial Assistance. Financial Aid is offered through the University's student Office of Financial Aid. Both grants and loans are made on the basis of need, and a very limited number of scholarships are available. In addition, loan assistance is available through the Minnesota Medical Foundation, and a number of special grant programs are also available.

Other Pertinent Information. The minority medical students at Minnesota have organized informal groups for peer tutoring and support. In addition there are local chapters of the national major minority medical student organizations.

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	252	120/132	—	10	8/2	—	18	—	—	4	3/1	—
Accepted	34	18/16	—	1	1/0	—	2	1/1	—	0	0/0	0
Matriculated	19	10/9	—	1	1/0	—	1	0/1	—	0	0/0	0
Enrolled												
First-Year	24	12/12	—	1	1/0	—	1	0/1	—	1	1/0	—
All Years	85	39/46	—	2	2/0	—	6	4/2	—	3	2/1	—
1984-85												
Applied	212	110/102	—	7	5/2	—	31	16/15	—	12	5/7	—
Accepted	25	12/13	—	1	0/1	—	3	2/1	—	1	0/1	—
Matriculated	12	4/8	—	1	0/1	—	1	0/1	—	1	0/1	—
Enrolled												
First-Year	18	5/13	—	1	0/1	—	1	0/1	—	1	0/1	—
All Years	82	36/46	—	2	1/1	—	5	3/2	—	2	1/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	14	19	19
American Indian	1	0	0
Mexican American/Chicano	2	0	3
Mainland Puerto Rican	2	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	29	10/19	7	8	3/5	0	20	18/ 2	0	7	4/3	14
Accepted	2	1/1	50	0	0/0	0	2	2/0	0	2	1/1	50
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	1	0/1	100
Enrolled												
First-Year	0	0/0	0	1	1/0	0	0	0/0	0	1	0/1	100
All Years	7	5/2	100	4	2/2	25	1	1/0	100	1	0/1	100
1984-85												
Applied	33	13/20	12	8	6/2	38	19	12/7	16	3	2/1	0
Accepted	3	1/2	33	2	2/0	100	5	3/2	40	0	0/0	0
Matriculated	3	1/2	33	1	1/0	100	2	2/0	50	0	0/0	0
Enrolled												
First-Year	3	1/2	33	1	1/0	100	2	2/0	50	0	0/0	0
All Years	7	3/4	71	3	2/1	33	3	3/0	67	1	0/1	100

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	3	1	0
American Indian	2	0	1
Mexican American/Chicano	0	1	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	14	10/4	14	6	6/0	33	12	7/5	17	1	0/1	100
Accepted	0	0/0	0	2	2/0	100	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	2	2/0	100	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	2	2/0	100	0	0/0	0	0	0/0	0
All Years	0	0/0	0	3	3/0	100	0	0/0	0	0	0/0	0
1984-85												
Applied	11	4/7	18	9	5/4	22	8	8/0	25	2	1/1	50
Accepted	0	0/0	0	2	2/0	50	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	1	1/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	2	2/0	50	0	0/0	0	0	0/0	0
All Years	0	0/0	0	4	4/0	75	0	0/0	0	0	0/0	0

* Minnesota-Duluth is a two-year basic science medical school.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	67	43/24	—	10	6/4	—	111	82/29	—	8	5/3	—
Accepted	9	7/2	—	2	1/1	—	11	11/0	—	1	1/0	—
Matriculated	7	6/1	—	1	1/0	—	5	5/0	—	0	0/0	0
Enrolled												
First-Year	8	7/1	—	2	1/1	—	6	6/0	—	0	0/0	0
All Years	18	14/4	—	8	3/5	—	29	19/10	—	1	1/0	—
1984-85												
Applied	65	26/39	—	7	5/2	—	69	54/15	—	4	3/1	—
Accepted	2	2/0	—	4	2/2	—	9	8/1	—	1	1/0	—
Matriculated	1	1/0	—	3	1/2	—	0	0/0	0	1	1/0	—
Enrolled												
First-Year	2	1/1	—	3	1/2	—	1	1/0	—	1	1/0	—
All Years	14	12/2	—	9	4/5	—	23	14/9	—	2	2/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	5	2	0
American Indian	1	4	0
Mexican American/Chicano	5	7	7
Mainland Puerto Rican	0	0	1

University of Missouri—Columbia School of Medicine

Address inquiries to
Dr. Nancy A. Solomon
Associate Dean for Students or
Dr. Edith P. Mitchell
Assistant to the Associate Dean
University of Missouri-Columbia
School of Medicine
One Hospital Drive
Columbia, Missouri 65212
(314) 882-2923

Recruitment. The University of Missouri—Columbia School of Medicine is committed to the recruitment of qualified minority students. Recruitment activities occur at the high school and undergraduate levels, and include participation in the campus Affirmative Action. The purpose of these efforts is to provide information on the academic programs offered at the institution and to increase the minority enrollment at the University. To identify potential applicants, the School of Medicine is involved in the Minority High School Student Research Apprentice Program. This is a preparatory program for high school students designed to provide a series of academic and research experiencies to sustain their interest in Medicine. In increasing our applicant pool, the School of Medicine representatives visit premed clubs and participate in health career programs to provide information and to answer questions about our institution. Candidates are invited to campus for a recruitment and orientation visit. Medical students and faculty participate in all of these activities.

Admissions. The Admissions Committee is composed of faculty, students, and nonfaculty. The Simulated Minority Admissions Exercise Workshop presented by members of the Association of American Medical Colleges (AAMC) is conducted periodically to assist the Committee in the evaluation of minority students. Information from the Workshop and other resources comprises a special topic on minority admissions in the annual Admissions Committee Workshop. Assessment of all applicants is based upon academic record, pattern of academic performance, personal characteristics, motivation, extracurricular activities, interpersonal skills, and emotional stability. The goals of the Admissions Committee are two-fold: 1) the selection of the most qualified applicants, and 2) the selection of a diversified class reflecting the demography of the State.

Academic Aid Program. Academic support activities are designed to meet the needs of the student and may include flexible curriculum scheduling, tutoring, skill development, and counseling. The learning skills center is staffed by an educational specialist who provides individualized study skills instruction in note-taking, test-taking, time management, and textbook reading. In addition, National Board preparation activities are planned during the Inter-block session of the curriculum just prior to Board administration. Individualized academic programs are available to students as needed. Students are assigned a faculty advisor to assist with curricular and career planning.

Student Financial Assistance. The School of Medicine has no supplemental application fee beyond those of AMCAS. The Financial Aid Office provides financial assistance based upon demonstrated need and available resources. A special program, the University Professional Degree Assistance Program, facilitates the enrollment of underrepresented minority students and educationally disadvantaged students by providing scholarship money. An attempt is made through all available resources to meet the basic financial needs of our students.

Other Pertinent Information. The School of Medicine is strongly committed to the recruitment, enrollment, and graduation of minority group members and encourages their application. The Office of Student Affairs staff works with all units of the School of Medicine and University to maintain our high retention rate. There is an active branch of the Student National Medical Association on campus. The Association works cooperatively with the Office of Student Affairs in their recruitment activities.

University of Missouri—Kansas City School of Medicine

Address inquiries to
Leo J. Sweeney
Director of Admissions
University of Missouri—Kansas City
5100 Rockhill Road
Kansas City, Missouri 64110
(816) 932-4444

Recruitment. The program at the Universit of Missouri—Kansas City is a six-year program, leading to baccalaureate and M.D. degrees, and is designed primarily for high school seniors entering college for the first time. Students are required to complete both degrees. A limited number of students already having a baccalaureate degree are admitted at the Year 3 level to fill any existing vacancies.

A Minority Recruitment Committee works with the Council on Selection at the School of Medicine to identify health science students early in their secondary schooling. A Summer Scholars Program provides a four week educational/participatory realistic exposure to the health professions to selected high school students. In addition, a medical explorers post provides continuing exposure to the health field.

Admissions. All admissions are the responsibility of the Council on Selection, a diversified group of twenty-two people. The Council consists of nine physicians, three student physicians, four basic scientists, three art and sciences faculty representatives, one representative from The Office of Medical Education, and two public representatives. The Chairman is a physician appointed by the Dean.

Students seeking admission should complete four years of English, four years of mathematics, and three laboratory science courses in high school. They must also submit scores from the ACT Test. An initial academic screen to identify a group for interviews is based on class rank and on the ACT composite score. All applicants not meeting this initial screen are reviewed by a subcommittee of the Council. All application information, both cognitive and noncognitive, is examined for evidence of academic potential.

Academic Aid Programs. The Student Learning Center offers a wide range of free services to students. These include tutorial assistance, a writing lab, a math lab, learning and study skills services in note-taking, test-taking, reading comprehension, memory, and anxiety reduction.

The medical school program is designed so that all students advance at a level commensurate with their ability.

Student Financial Assistance. There are four types of student financial aid. These are scholarships and grants which are gifts and do not require repayment, long-term loans repayable after termination of schooling at reduced interest rates, short-term loans repayable within the same academic period, and employment in the College Work-Study Program. In general, aid is based on financial need. Gift assistance for minority students is available in years 3 and 4 of the six-year curriculum from the National Medical Fellowships, Inc.

Other Pertinent Information. The medical school program at the University of Missouri—Kansas City limits 90% of the entering class to residents of Missouri.

St. Louis University
School of Medicine

Address inquiries to
Dr. Alice Dean Kitchen
Assistant Dean for Students
St. Louis University
School of Medicine
1402 South Grand Boulevard
St. Louis, Missouri 63104
(314) 664-9800

Recruitment. No special program.

Admissions. All students admitted to the School of Medicine are evaluated by the Committee on Admissions on the basis of scholarship, character, personality and performance on the Medical College Admissions Test (MCAT). The school does not have a special subcommittee to evaluate minority applications. Minority applicants who find an acceptance here meet the same standards as other students. It is essential that all students complete their applications on time, so as to receive the benefit of early consideration of their applications.

Academic Aid Programs. Tutorial assistance is available in basic science areas throughout the year at the recommendation of the course directors or whenever a student requests it. The evaluation of academic performance is the same for all students. Minority students must meet the same promotions and graudation requirements as other students. The School of Medicine does not have or participate at this time in a summer enrichment program.

Summer Programs. None in this institution; may refer students to other programs.

Student Financial Assistance. The application fee is waived for all students who request and qualify for a fee waiver from AMCAS. Financial aid in the form of some non-refundable aid and loans is available, based primarily on demonstrated financial need and accrued educational debt. The Financial Aid office is open year round and assist in emergency periods of difficulty which students may encounter.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	52	21/31	—	3	2/1	—	0	0/0	0	2	2/0	—
Accepted	9	4/5	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	7	3/4	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	8	3/5	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	28	12/16	—	1	1/0	—	0	0/0	0	0	0/0	0
1984–85												
Applied	86	31/55	—	1	1/0	—	0	0/0	0	0	0/0	0
Accepted	8	3/5	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	3	2/1	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	4	3/1	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	22	11/11	—	1	1/0	—	4	2/2	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	7	3	6
American Indian	0	1	0
Mexican American/Chicano	0	2	2
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	61	35/26	38	5	4/1	20	16	12/4	19	5	4/1	20
Accepted	13	7/6	62	0	0/0	0	2	1/1	100	0	0/0	0
Matriculated	11	6/5	55	0	0/0	0	1	0/1	100	0	0/0	0
Enrolled												
First-Year	11	6/5	55	0	0/0	0	1	0/1	100	0	0/0	0
All Years	26	14/12	73	1	0/1	100	2	1/1	50	0	0/0	0
1984–85												
Applied	77	44/33	39	6	4/2	25	22	16/6	14	4	2/2	50
Accepted	6	4/2	67	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	4	3/1	75	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	5	4/1	60	0	0/0	0	0	0/0	0	0	0/0	0
All Years	26	14/12	70	0	0/0	0	2	1/1	50	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	3	4	4
American Indian	0	0	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	6	4/2	83	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	6	4/2	83	0	0/0	0	0	0/0	0	0	0/0	0
All Years	20	11/9	90	2	0/2	100	2	0/2	100	0	0/0	0
1984-85												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	4	2/2	100	0	0/0	0	2	2/0	100	0	0/0	0
Enrolled												
First-Year	4	2/2	100	0	0/0	0	2	2/0	100	0	0/0	0
All Years	19	11/8	89	0	0/0	0	5	3/2	100	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	3	3	4
American Indian	2	1	0
Mexican American/Chicano	0	0	2
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	185	109/76	—	10	5/5	—	61	40/21	—	14	10/4	—
Accepted	5	4/1	—	0	0/0	0	2	2/0	—	0	0/0	0
Matriculated	1	0/1	—	0	0/0	0	1	1/0	—	0	0/0	0
Enrolled												
First-Year	1	0/1	—	0	0/0	0	1	1/0	—	0	0/0	0
All Years	7	3/4	—	0	0/0	0	2	2/0	—	0	0/0	0
1984–85												
Applied	181	102/79	—	19	12/7	—	51	38/13	—	16	9/7	—
Accepted	7	3/4	—	0	0/0	0	2	2/0	—	0	0/0	0
Matriculated	1	1/0	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	1/0	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	6	2/4	—	0	0/0	0	1	1/0	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	2	3	1
American Indian	0	0	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	0	0	0

Washington University School of Medicine

Address inquiries to
Dr. Robert Lee
Assistant Dean for Minority Student Affairs
Washington University
School of Medicine
660 South Euclid Avenue, Box 8023
St. Louis, Missouri 63110
(314) 362-6854

Recruitment. Each year, the Assistant Dean for Minority Student Affairs travels to various parts of the country visiting premedical advisors and students at many colleges and universities to provide information about and answers to specific questions concerning Washington University School of Medicine. Typically, the visitations are equally divided between those schools from which we have previously had applicants and those from which we have received few or no applicants. Health professions career recruitment programs and summer enrichment program visitations provide the Assistant Dean an opportunity to make face-to-face contact with a large number of students. Additionally, admissions information is mailed each year to approximately 2000 Med-MAR registrants.

Periodically, the Office of Minority Student Affairs provides premedical advisors with updated and/or special information to assist in counseling minority premedical students.

High school students are encouraged to explore the possibilities of medical careers at Washington University by applying to the Scholars Program in Medicine (SPIM), which provides provisional acceptance to Washington University of Medicine, simultaneously with admission to the undergraduate program at Washington University. As a Scholars Program participant or as a student pursuing a regular undergraduate major in preparation for medical school, Washington University offers excellent preparation in a number of majors.

Admissions. The Committee on Admissions is a faculty committee which includes minority faculty members and the Assistant Dean for Minority Student Affairs. The Minority Subcommittee is similarly constituted and functions as a part of the Committee on Admissions to review, interview and recommend committee action to the full Committee on Admissions. *All final decisions concerning any candidate are made by the Committee on Admissions.* All students are selected on the basis of past academic opportunity and performance, motivation for the study of medicine, and characteristics required for the effective and compassionate practice of medicine. A personal interview is required of all applicants under serious consideration. Selected applicants are invited for personal interview on our Medical Center campus. Generally, one of the interviewers for minority candidates, in a one-to-one setting, is a member of the Minority Subcommittee.

Academic Aid Programs. The educational program of Washington University is designed to meet the needs of all students in an individualized and personalized way. There is no special educational program for minority group students; however, students with any type of academic problems are identified early in their coursework and are provided with tutorial aid on a one-to-one basis. Any student in severe academic difficulty may be advised to enter an individualized program that may permit him/her two years to complete the first year's coursework. Thereafter, it is anticipated that the student would continue his/her regular coursework in an uninterrupted fashion, receiving the M.D. degree in five years rather than four. Counseling is available from the Assistant Dean for Minority Affairs, the Associate Dean, as well as the Student Counseling Service.

Student Financial Assistance. An application fee of $50.00 (subject to change) is charged, but upon written request, it may be reviewed for waiver for those applicants who receive an AMCAS fee waiver. Others who did not apply or receive the AMCAS fee waiver are also eligible for review. In any case, additional documentation of financial need may be requested.

Financial aid is available to all students in the School of Medicine and is based entirely on demonstrated need. Within its financial capabilities, the School is prepared to assist each student with financial aid in the form of scholarships and loans. Financial capability of the student in no way enters into the selection process, nor is lack of personal funds permitted to interfere with the student's completion of his/her medical education. Students whose official residence at the time of matriculation is the state of Missouri, may be eligible for low cost loans through the Missouri State Medical Foundation-Medical Student Loan Fund after one semester's successful completion of the medical school curriculum.

Other Pertinent Information. The Washington University School of Medicine is committed to recruit, admit, enroll, educate, and graduate an increased number of students from educationally deprived racial and cultural groups in order that their numbers among the physicians in the United States be increased. Students in colleges and universities throughout the country are strongly encouraged to file application for admission to our class. This School participates in the American Medical College Application Service (AMCAS) of the Association of American Medical Colleges (AAMC), and all applicants must apply through AMCAS by November 1st of the year prior to actually entering the School. Our AMCAS number is #184.

The Office of Minority Student Affairs was established to help meet the needs of the minority student population at this School. The graduation of the class of 1983 marked the graduation of the 100th and 101st Black physician from this school. This is an accomplishment of which we are truly proud!

Creighton University School of Medicine

Address inquiries to
Arlene Rhodes, Director
Office of Minority Affairs
for the Health Sciences
Creighton University
School of Medicine
Criss—Room 354
Omaha, Nebraska 68178
(402) 280-2981

Recruitment. The Office of Minority Affairs for the Health Sciences coordinates the minority recruitment effort for all Creighton's Health Professional Schools (Dentistry, Medicine, Nursing & Pharmacy). An intensive national recruitment effort consisting of a college visitation project, participation in Health Fairs and Career Day Programs and a massive letter writing campaign helps to inform pre-health students of Creighton's Minority Recruitment Program. These projects are conducted by staff members of the Office of Minority Affairs, Creighton's Minority Alumni, and members of the Committee for Minority Group Education in the Health Sciences (CMGEHS).

On some occasions applicants with superior academic achievement and/or great potential for success in medicine are invited to Creighton for an interview at the school's expense. These interviews are by invitation only and are used more as a recruitment tool rather than as a condition of acceptance. Applicants are evaluated on the basis of their MCAT scores, their science grade point average, their overall undergraduate performance, and other factors the Committee feels are indicative of a potential for success in medicine.

Admissions. The Committee for Minority Group Education in the Health Sciences (CMGEHS) is a campus-wide group of administrators, faculty and students committed to the admission and retention of underrepresented minority groups in the health care delivery system. A subcommittee consisting of members of the CMGEHS and the Medical School Admissions Committee serves as an advisory group to the Medical School Admissions Committee. The subcommittee reviews all minority applications and makes recommendations to the Admissions Committee. The Medical School Admissions Committee has minority faculty as members and is committed to the University's Minority Admissions Program.

The Creighton Medical School's Minority Admissions Program does have an early decision plan. Students having cumulative and science grade point averages of 3.2 and above and whose MCAT scores are above the 50th percentile are encouraged to apply by mid-August, one full year preceding their expected entry into medical school. The Committee will notify each applicant of its decision by October 1.

Academic Aid Programs. After matriculation, each student is watched carefully and offered counsel at the first sign of difficulty. All students in academic difficulty must attend tutorials. Tutorials are also offered for those students requesting them.

Summer Programs. The Summer Enrichment Program at Creighton University is designed to assess the academic strengths and weaknesses of the students admitted to the first-year medical class on the basis of minority group considerations. This assists in predicting which students might have difficulty in the regular curriculum in order that preventive measures might be taken. Attendance is, in many cases, required. Creighton's program consists of ongoing counseling and evaluation sessions, speed reading, medical vocabulary and terminology enrichment, and an introduction to each of the basic science courses taught in the first year curriculum.

The objectives of these courses are the development of an appreciation of the complexity, the terminology, and the fundamental concepts of each subject; how each discipline is related to the others; and how each contributes to the proper formation of a competent medical practitioner. The student also gains an appreciation of the medical school curriculum and the level of performance which is expected of the medical student.

Post-Baccalaureate Program. The Creighton University School of Medicine in conjunction with the College of Arts and Sciences has developed a Post-Baccalaureate Program designed to aid the student in preparing for the Medical College Admission Test and to provide an opportunity for the student to demonstrate his or her ability to perform well in an intensive review of all fundamental areas of biology, chemistry, physics and mathematics and also provides instruction in methods of improving reading and writing techniques.

Because of limitations in funding and the necessity of evaluating the program by objective means, we select students for participation in this program from the pool of applicants to this medical school who have been rejected by all schools to which they have applied. A student who has not applied to this school may be considered for the program if a school to which he/she has applied will send us a copy of his/her AMCAS Application and Biographical/Academic Profile.

Each year since the program's inception in the 1975-76 academic year we have selected twenty students to participate in this eight-month program. Approximately seventy-five percent of those students have been admitted to medical school and they are enrolled in twenty-five different schools.

A complete description of the program and its requirements may be obtained by writing to Dr. John T. Elder, Director, Post-Baccalaureate Program, Creighton University School of Medicine, Omaha, Nebraska 68178.

Student Financial Assistance. Creighton University acts as a lending institution under the Guaranteed Student Loan Program and makes loans up to $2,500 directly to the student if he/she has not been successful in obtaining funds from a local bank. There are various other sources of loans available at the school, and each student is informed of the loans recommended for a financial aid package before matriculation. Scholarships have averaged around $2,000 and are included in the student's financial aid package. Scholarship aid is awarded primarily on the basis of personal financial need, which is determined with the aid of the Graduate and Professional School Financial Aid Service or the Financial Aid Form.

The application service fee will be waived if AMCAS has first waived its charges. Financial help will be provided for interview trips scheduled by the School.

University of Nebraska College of Medicine

Address inquiries to
Director, Minority Student Affairs and
MHCO Program
University of Nebraska
College of Medicine
42nd and Dewey Ave.
Omaha, Nebraska 68105
(402) 559-4437

Recruitment. Recruitment activities on the University of Nebraska Medical Center (UNMC) campus are conducted on the high school and college levels. High school recruitment efforts are made through science clubs, health clubs, minority student organizations, and by participation in community activities.

Recruitment visits are made annually to colleges in Nebraska which have the largest percentages of minority students enrolled. Contacts with non-resident minorities are made by writing to students on lists such as the Talent Roster of Outstanding Minority Community College Graduates, the AAMC Med-MAR and through correspondence with members of the National Association of Medical Minority Educators (NAMME). Voluntary recruiters who are University of Nebraska faculty members assist the Minority Student Affairs staff with recruitment visits to out-of-state colleges.

Admissions. Applications should be filed through AMCAS, 10 to 14 months prior to the proposed matriculation date. Students are selected on the basis of scholarship, appraisals of character, personal interviews, scores on MCAT, and general motivation and promise. Although a specific minority admissions program does not exist in the medical school, minority applications are encouraged. The Minority Student Affairs Office staff welcomes the opportunity to advise individual minority applicants on ways of best presenting their credentials. This advice is available through either correspondence or office consulatation.

Academic Aid Programs. All basic science departments at the University of Nebraska College of Medicine offer "large group" tutorials to all matriculants. Additionally, the Office of Minority Student Affairs and the Associate Dean's Office cooperate in sponsoring an annual Academic Support Program for Non-Traditional Students. Pre-enrollment activities in the support program include workshops on study skills, test-taking skills, stress management, and an introduction to resources on the campus. At the time of matriculation "small group" tutorials in the basic science areas are begun for the non-traditional students.

The Minority Student Affairs Office staff also aids students new to the area in locating housing information and jobs for the spouse. Other services of the office include personal development clinics, and academic and personal counseling.

Summer Programs. Summer programs at the University of Nebraska Medical Center are generally contingent upon available grant funds. Currently a summer program is being sponsored for juniors and seniors in college. The program is designed to provide academic enrichment in the areas of English, chemistry, physics, the biological and mathematical sciences; to develop cultural awareness and greater motivation for health careers; and to broaden each participant's general knowledge and development of professional attitudes. The baccalaureate level program includes an introduction to the basic sciences and medical research.

Sponsored with the assistance of a Health Career Opportunity Program grant from HHS, the program is open to students from all parts of the United States. However, special preference is given to applicants who reside in areas where similar programs *are not* available. The University of Nebraska Medical Center's Office of Minority Student Affairs will continue programs of this type as funds are made available.

Student Financial Assistance. The University of Nebraska Medical Center is committed to the goal that no student should be forced to withdraw from school because of financial constraints. Financial assistance is offered in the form of scholarships, grants and loans administered by an experienced financial aid office staff.

The University of Nebraska College of Medicine does not require an application fee; however, since we are a participating member of AMCAS, which does have a fee, disadvantaged students may apply for an application fee waiver directly through AMCAS. We do not offer financial assistance for interview trips.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	500	279/221	—	12	6/6	—	49	33/16	—	11	9/2	—
Accepted	52	35/17	—	0	0/0	0	1	0/1	—	0	0/0	0
Matriculated	10	6/4	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	12	7/5	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	49	32/17	—	1	1/0	—	1	0/1	—	0	0/0	0
1984-85												
Applied	436	212/224	—	23	15/8	—	72	51/21	—	23	17/6	—
Accepted	38	24/14	—	2	2/0	—	0	0/0	0	0	0/0	0
Matriculated	11	6/5	—	2	2/0	—	0	0/0	0	0	0/0	0
Enrolled												
First-Year	11	6/5	—	2	2/0	—	0	0/0	0	0	0/0	0
All Years	49	32/17	—	4	4/0	—	2	0/2	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	9	15	9
American Indian	0	1	1
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	359	190/169	—	29	18/11	—	149	104/45	—	19	14/5	—
Accepted	11	5/6	—	2	1/1	—	11	7/4	—	0	0/0	0
Matriculated	3	2/1	—	1	1/0	—	2	1/1	—	0	0/0	0
Enrolled												
First-Year	3	2/1	—	1	1/0	—	2	1/1	—	0	0/0	0
All Years	12	6/6	—	2	2/0	—	13	9/5	—	0	0/0	0
1984-85												
Applied	349	179/170	—	30	17/13	—	164	123/41	—	27	17/10	—
Accepted	8	3/5	—	1	1/0	—	14	11/3	—	1	1/0	—
Matriculated	4	1/3	0	0	0/0	0	1	1/0	—	1	1/0	—
Enrolled												
First-Year	5	2/3	—	0	0/0	0	1	1/0	—	1	1/0	—
All Years	12	5/7	—	1	1/0	—	11	7/4	—	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	3	0	6
American Indian	1	0	0
Mexican American/Chicano	4	5	3
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	101	69/32	—	17	10/7	—	51	36/15	—	4	1/3	—
Accepted	7	4/3	—	3	1/2	—	3	1/2	—	0	0/0	0
Matriculated	3	3/0	—	2	1/1	—	4	1/3	—	0	0/0	0
Enrolled												
First-Year	6	5/1	—	2	1/1	—	4	1/3	—	0	0/0	0
All Years	22	15/6	—	5	3/2	—	11	8/3	—	0	0/0	0
1984–85												
Applied	117	66/51	—	11	8/3	—	74	58/16	—	14	10/4	—
Accepted	5	4/1	—	1	1/0	—	7	6/1	—	0	0/0	0
Matriculated	3	3/0	—	0	0/0	0	1	1/0	—	0	0/0	0
Enrolled												
First-Year	4	4/0	—	0	0/0	0	1	1/0	—	0	0/0	0
All Years	22	15/7	—	2	1/1	—	12	9/3	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	2	5	7
American Indian	3	0	0
Mexican American/Chicano	0	3	4
Mainland Puerto Rican	0	0	0

School of Medicine

Dr. Joel H. Lanphear
Executive Associate Dean
Savitt Medicine Sciences Building
University of Nevada
School of Medicine
Reno, Nevada 89557
(702) 784-6001

Recruitment. Minorities, particularly Blacks, Hispanics and native Americans, are underrepresented in the profession of medicine. The School of Medicine has developed a Summer High School Scholars Program designed to help minority students perceive medicine as a viable career option. The primary purpose of the High School Scholars Program is to focus on attracting qualified Nevada minority students to the University of Nevada as undergraduates and as potential medical students.

The program usually takes place in mid-June and is coordinated by the Minority Student Affairs Office and the Executive Associate Dean's Office, School of Medicine. Applications are available through high school counselors. Participants live with faculty families and in dormitories during the week of the program.

The young scholars have classroom and library assignments, attend workshops on personal and professional development of the student physician, are given an opportunity to learn about health care delivery in this and other countries, and spend time with community physicians. In addition, those students from Las Vegas spend three days with Las Vegas physicians after the initial program, where they are encouraged to follow the physicians during their hospital work, and observe them during patient hours.

Admissions. In line with the philosophy of the School of Medicine and the results of independent evaluations of student performance, the School of Medicine Admissions Selection Committee has adopted an admission policy which enables applicants from all socioeconomic, sex, racial, religious and educational backgrounds to be equally considered. Application from members of minority groups are encouraged. The Committee is charged with the task of selecting the best qualified applicants.

After thorough review of minority applicants by the Assistant Dean for Admissions, a single Committee on Admissions Selection reviews all applicants and selects the class, including minority students. Currently, of the sixteen members of the Committee, two are from minority groups.

Academic Aid Programs. No special academic programs, as such, have been developed solely for the assistance of minority students at this time. However, the progress of all students is carefully monitored, and when additional help is needed, it is made available on an individual basis. Tutorial assistance and special help are readily available for all students with such needs. This tutelage is accomplished by students and faculty.

Summer Programs. See recruitment.

Student Financial Assistance. We will waive the application fee for the School of Medicine if it has been waived by AMCAS. Financial aid in the form of scholarships and loans is available to all medical students. The amount of aid varies according to circumstances and availability of funds. Grants from National Medical Fellowships are available to minority students. Nevada residents have additional scholarship aid through the Frandsen and American Cancer Society, Nevada Chapter, scholarships. Unless otherwise specified, application forms for scholarships and loans will be sent upon request to students after acceptance.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	14	4/10	—	9	6/3	—	7	6/1	—	1	1/6	—
Accepted	0	0/0	0	0	0/0	0	1	1/0	—	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	1	1/0	—	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	1	1/0	—	0	0/0	0
All Years	0	0/0	0	0	0/0	0	2	2/0	—	0	0/0	0
1984-85												
Applied	11	8/3	—	5	2/3	—	11	5/6	—	0	0/0	0
Accepted	0	0/0	0	1	0/1	—	1	1/0	—	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	1	1/0	—	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	1	1/0	—	0	0/0	0
All Years	0	0/0	0	0	0/0	0	1	1/0	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	0	0	0
American Indian	0	0	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	0	0

Address inquiries to
Dr. Stanford A. Roman, Jr.
Associate Dean, Academic Affairs
Dartmouth Medical School
Hanover, New Hampshire 03756
(603) 646-7509

Recruitment. Dartmouth Medical School is committed to the education and training of minority physicians and encourages applications from qualified minority applicants.

Faculty, students and administrators frequently visit summer and health professional career programs as well as selected undergraduate colleges. Information about the medical school is sent to minority candidates identified through the Med-MAR Registry.

The Admissions Office is pleased to respond on an individual basis to inquiries from minority students. Some individuals find it helpful to schedule an informal visit to Dartmouth Medical School in advance of an application. This can be arranged by contacting the Director of Admissions.

Minority students represent 10% of the medical student body of 300. The School is located in the main campus of Dartmouth College where there are 4,000 undergraduates and 800 graduates and professional students (8% minority). A wide variety of cultural and social opportunities are available. An active Afro-American Society sponsors social, cultural, and political activities alone and jointly with other groups. The Native American Council sponsors a variety of cultural activities for the benefit of Native Americans as well as the entire campus.

In addition to the clinical facilities in Hanover, the School sends about one-third of the class to Hartford, Connecticut for part of the surgical rotation. Twenty percent of the class have an obstetric-gynecology clerkship at Martin Luther King Hospital in Los Angeles.

Admissions. A subcommittee of the Admissions Committee reviews all applications from minority candidates and invites individuals for interviews on the basis of academic and personal qualifications. All applicants are evaluated on the basis of motivation, personality, and character as well as intelligence, scientific aptitude, academic preparation and recommendations. Special attention is given to socioeconomic background of the minority applicant and his/her involvement in the community. All minority applicants interviewed meet with at least one member of the minority subcommittee and with minority students as well as with other members of the Admissions Committee. Final admission decisions are made by the full Admissions Committee, which includes minority student and faculty representation.

Academic Aid Programs. The medical school is committed to assist all students in reaching their full potential. In concert with this commitment, tutorial support and academic counseling are available to all students. The relatively small size of the school and close faculty/student relationships facilitate the identification of students with academic difficulties so that they may receive timely assistance. The resources of both the Medical School and Dartmouth College are used to improve study skills and test taking. Additionally, extensive counseling and stress reduction programs are available to assist students in coping with the demands of medical school.

Summer Programs. Dartmouth Medical School does not offer summer enrichment programs.

Student Financial Assistance. The application fee will be waived for these applicants who have received an AMCAS fee waiver.

The Medical School recognizes that many students will be unable to meet the full costs of tuition and living expenses and provides financial aid in the form of scholarships and loans. The size of an award ranges from small to full cost, depending on the financial background of the student's parents. We are able to provide financial aid packages for all accepted applicants with demonstrated need. Financial aid packages include both scholarship and loan. In 1984–85, approximately 85% of Dartmouth Medical School students received aid either from the school, or through a federal scholarship.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	100	50/50	—	11	6/5	—	20	12/8	—	17	13/4	—
Accepted	18	6/12	—	2	1/1	—	2	0/2	—	5	4/1	—
Matriculated	4	3/1	—	0	0/0	0	2	0/2	—	1	0/1	—
Enrolled												
First-Year	5	3/2	—	0	0/0	0	2	0/2	—	1	0/1	—
All Years	21	8/13	—	2	1/1	—	6	3/3	—	1	0/1	—
1984-85												
Applied	181	97/84	—	27	19/8	—	53	41/12	—	29	22/7	—
Accepted	19	10/9	—	4	4/0	—	3	1/2	—	2	1/1	—
Matriculated	7	3/4	—	0	0/0	0	1	1/0	—	0	0/0	0
Enrolled												
First-Year	8	4/4	—	0	0/0	0	1	1/0	—	0	0/0	0
All Years	23	11/12	—	2	1/1	—	5	3/2	—	1	0/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	4	4	6
American Indian	0	0	2
Mexican American/Chicano	0	3	0
Mainland Puerto Rican	0	0	0

Director of Students for Medicine and Dentistry Program
University of Medicine and Dentistry of New Jersey
New Jersey Medical School
100 Bergen Street
Newark, New Jersey 07103
(201) 456-5431

Recruitment. The University of Medicine and Dentistry of New Jersey-New Jersey Medical School has an extensive recruitment program. Because of the success of the summer program, "Students for Medicine and Dentistry" at the New Jersey Medical Schools, the applications from minorities to the New Jersey Medical School have increased from 60 in 1970–71 to 506 in 1976–77.

The recruiters are students, faculty, and administrators. They visit colleges, high schools, community groups, and organizations sponsoring health career programs.

Admissions. In 1972, a subcommittee on admissions was organized by the New Jersey Medical School. This committee is composed of minority physicians, faculty, students, and administrators. The subcommittee screens and interviews applicants, and makes recommendations to the Admissions Committee.

Academic Aid Programs. During the academic year, there are tutorial programs in the basic science departments for those who need them. If a student has problems in reading, either because of a language barrier or a deficiency in reading itself, we arrange to have a reading specialist come in on an hourly basis.

Summer Programs. Accepted minority students at New Jersey Medical School have the option as part of the pre-enrollment program, of attending the "Students for Medicine and Dentistry" summer program for eight weeks. The program is also available to undergraduate students. Courses are assigned based on the student's academic ability.

Pre-enrolled students take introductory courses in anatomy, biochemistry, advanced biology, and physiology. The program also offers learning skills courses in note-taking, reading, test-taking, and library skills. They have clinical exposure at College Hospital three mornings a week and rotate through ten services in teams of seven as observers.

Student Financial Assistance. Student financial assistance offered to minority students, other than government grants and loans and NMF, consists of scholarship money contributed by Merck & Co. This amounts to a grant of approximately $200 to $500 per year/student as allocated by the school for a yearly total of $6,000. It is designed specifically for minorities. There is also an aid grant given to the school by the Engelhard Company which is designated specifically for needy students in the greater Newark area. Therefore, minority students also have this available to them.

There are several other small scholarships that may be used to make up financial aid packages as the need arises. These are unrestricted funds and can be used by any student. Obviously, qualified students are also eligible for assistance from the New Jersey Educational Opportunity Fund and the New Jersey Minority Disadvantaged Fund.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	394	187/207	—	8	3/5	—	22	16/6	—	60	34/26	—
Accepted	44	15/29	—	0	0/0	0	0	0/0	0	19	14/5	—
Matriculated	17	3/14	—	0	0/0	0	0	0/0	0	8	5/3	—
Enrolled												
First-Year	23	4/19	65	0	0/0	0	0	0/0	0	11	7/4	3
All Years	74	29/45	12	0	0/0	0	1	1/0	—	34	21/13	4
1984-85												
Applied	432	216/216	—	8	2/6	—	15	10/5	—	76	37/39	—
Accepted	61	35/26	—	1	0/1	—	3	3/0	—	24	13/11	—
Matriculated	21	13/8	—	0	0/0	0	0	0/0	0	8	6/2	—
Enrolled												
First-Year	24	13/11	55	0	0/0	0	0	0/0	0	8	6/2	73
All Years	81	34/47	12	0	0/0	0	1	1/0	—	26	17/9	5

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86(est.)
Black American	14	15	19
American Indian	0	0	0
Mexican American/Chicano	0	1	0
Mainland Puerto Rican	11	5	3

Robert Wood Johnson Medical School
(formerly Rutgers Medical School)

Minority Affairs Office
Robert Wood Johnson Medical School–UMDNJ
P.O. Box 101
University Heights
Piscataway, NJ 08854
(201) 463-4576

The Robert Wood Johnson Medical School, formerly known as Rutgers Medical School, was named after the former President and Chairman of the Board of Johnson & Johnson Company and the benefactor of the Robert Wood Johnson Foundation. General Johnson was dedicated to improving health care in the United States through his commercial and philanthropic activities.

Recruitment. Robert Wood Johnson Medical School of the University of Medicine and Dentistry of New Jersey (RWJMS) has a sustained commitment to train increased numbers of minority students as physicians since its inception. This commitment has been continuously supported by federal, state and private funds. The minority student population at RWJ Medical School has traditionally been above the national norm, even at this time of decreased enrollment in medical schools nationwide.

The recruitment effort of RWJMS extends to the pre-college and college levels, providing guidance to minority students preparing to apply to medical schools, and assisting minority applicants in maximizing their chances for acceptance.

Admissions Committee members at RWJMS are sensitized to important factors in the selection of minority students, and faculty and staff are encouraged to identify and recruit promising minority undergraduates. These efforts have paid off handsomely for RWJMS, resulting in its satisfying results with regard to minority admissions.

Admissions: In addition to the required core of science courses and results of the Medical College Admissions Test (MCAT), many other factors weigh heavily into admissions decisions. Such factors as applicant's academic capability, maturity, life experiences and motivation are examined. These factors oftentimes play a particularly important role for minority students. The Admissions Office at RWJMS works hard to assure that minority applicants have an interview early in the application year. The Admissions Committee also takes steps to ensure that all information on a student is available before final evaluation. Because the interview is a very important part of the process, an interviewer can request a second interview if he/she feels that not enough information has been received to enable a final decision to be made. The interview provides the Admissions Committee the opportunity to consider and assess those personal attributes deemed important to the selection of students for the incoming class.

Academic Aid Programs: Robert Wood Johnson Medical School provides a variety of academic supports for its first and second year students. Because of its relatively small size (130 students per incoming class), RWJMS is able to provide individualized attention, and incoming students are assigned faculty advisors and peer counselors. Any student experiencing emotional problems, whatever the source, can seek private, confidential help from the Student Mental Health Service.

RWJMS promotes an atmosphere of academic cooperation, grading students on an honors/pass/fail basis. Faculty are receptive to answering questions and discussing coursework with students. Many departments provide and encourage students' use of tutors who conduct review sessions and tutorials for any students needing such assistance. Weekly seminars are held on medical ethics and a week of intense study and discussion is held on the issues of death and dying, as well as in human sexuality.

A federal grant first awarded in 1974, coupled with a strong institutional commitment has permitted RWJ Medical School to develop an exceptionally strong academic support system for minority students.

Summer Programs: Minority students who have been admitted to RWJMS for the incoming fall semester may participate in the Special Teaching Project (STP) for eight weeks during the summer. This voluntary program is designed to provide these students with an introduction to first-year courses. The three courses taught in the summer closely approximate in content coursework covered in the first half of the fall biochemistry and histology courses, and in the last third of the fall anatomy course. The anatomy course is given for academic credit and students passing the summer course are exempt from the last third of that course in the fall. Other courses taught during the summer are medical terminology, which familiarizes students with the language of medicine; and clinical correlations, which gives them first-hand knowledge of the application of principles discussed in class. The Special Teaching Project is an ongoing effort and is available to minority students year round.

A permanent faculty is maintained, assisted by second-year students showing high proficiency in their coursework. Tutorials are also provided, including assistance with building test-taking skills, counseling, group and individual consultation, and other services directed at facilitating minority student progress through the first two years of coursework. Tutorial assistance is free to all minority students. Most incoming minority students take advantage of the STP, both during the summer and during the academic year. The summer participants receive a small stipend to help offset living expenses for the duration of the eight-week program. This program has proven to be very valuable to our minority students, and few who have participated in it have experienced any major adjustment or academic problems in the first year of medical school.

The Biomedical Careers Program (BCP) is also an eight week summer program, and is directed toward undergraduate students who have had at least one year of college-level science courses. The BCP is offered in three phases and students participate in each phase according to his/her level of science knowledge. This program enables students to have direct experience with the faculty and resources of the Medical School. A small stipend is also awarded to these students to offset living expenses for the duration of the program. Preference is given to New Jersey residents but applications are accepted from other students. Many former BCP participants have successfully applied to medical school, a number entering Robert Wood Johnson Medical School.

Because of its strong commitment to minority students, RWJMS has graduated more than 235 minority physicians who are practicing in a wide variety of specialties across the country.

Student Financial Assistance. Financial Aid at RWJMS is similar to that offered in most medical schools. In addition to school-administered and "outside" funded-aid, there are a few sources earmarked for use by minority students such as the Minority/Disadvantaged Grant Fund.

The State of New Jersey provides grants for low-income residents under the Educational Opportunity Funds (EOF). Students qualifying for EOF can receive as much as $4,000 per year.

Much of the RWJMS's financial aid consists of loans. The school's financial aid policy is that the most financially disadvantaged students receive available aid first. Ninety-seven percent (97%) of enrolled minority medical students receive some financial aid with many of them falling in the aforementioned category. As a result, there are some minority students receiving the maximum available grant/loan combination based on their demonstrated needs. Minority students have received some of the donated competitive scholarships and summer fellowships. Beginning with the incoming class of 1986–87, a limited number of admitted minority students may be selected as candidates for full tuition scholarships, made available through a new Minority Medical Student Scholarship at Robert Wood Johnson Medical School. Many participate in work-study programs and some work as summer teaching assistants at RWJMS and joint undergraduate programs.

University of New Mexico School of Medicine

Address inquiries to
Dr. Alonzo Atencio
Assistant Dean for Student Affairs
University of New Mexico
School of Medicine
Albuquerque, New Mexico 87131
(505) 277-2728

Recruitment. The University of New Mexico Medical Center visits high schools and four-year colleges in New Mexico at least twice a year. Branch campuses and junior colleges are also visited once a year. A network of campus contacts at each undergraduate institution makes referrals throughout the year, and literature is periodically mailed to the minority applicant pool. Admissions clinics are held for minority applicants. Tours of the UNM School of Medicine for secondary and elementary school groups are provided by medical students and staff.

Admissions. Because the School of Medicine is publicly supported, it has an implied obligation to train students who are likely to serve the State's expanding medical needs. For this reason, residents of New Mexico are given primary consideration for admissions. An active minority recruitment program encourages applications from Chicano, Native American, and Black residents of New Mexico. Minority faculty (in both basic and clinical sciences), staff and students are members of the Committee on Admissions.

Academic Aid Programs. The Peer Tutorial Program (PTP) provides tutoring in basic science courses for medical students in their first- and second-years. Tutors have generally excelled in the discipline(s) in which they tutor and have the ability to assist other students.

Summer Programs. In 1970, the UNM School of Medicine initiated the Basic Science Enrichment Program (BSEP) to provide better opportunities for minority students to enter medical school. The summer session of BSEP consists of a two-week course in gross anatomy and histology and a six-week course in which biochemistry and physiology are taught concurrently. Courses are presented in a series of lectures and laboratory experiments; and all instruction is conducted by medical school faculty and nationally prominent minority scientists. Students also attend seminars on health care delivery problems of the nation's minority populations. In addition, small group discussions, tutorials and informal counseling sessions are conducted by minority medical students who serve as teaching assistants in the program.

Trainees selected for BSEP must be recommended by the medical school at which they have been accepted. Actual selection is made by the BSEP staff, which takes into account recommendations from participating medical schools and the needs of those students who would most benefit from the BSEP.

The National Board-Review Program is a component of the Health Careers Opportunity grant. It utilizes faculty to enhance retention through the first two years of medical studies, and prepares students for the National Boards.

Other programs include the Motivational Workshop Program, a week long informative program held at the end of spring semester. Its primary objective is to increase potential minority applicants for the medical sciences by providing them with guidance regarding health career choices, the application process and admission requirements. The Medical College Admissions Test Review Course program enables candidates to review types of material included in the test, as well as developing test taking skills. Both programs utilize medical school faculty and staff for instruction and consultation.

Student Financial Assistance. In addition to the regular nationwide financial aid programs, there are several scholarships and loans available to New Mexico students. One loan program, the New Mexico Medical Student Loan Program, which is funded by the state of New Mexico, provides a medical student up to $8,000 per year for a maximum of five years. The students repay the debt by practicing in an underserved area of the State upon completion of postgraduate training. Another form of financial aid is the Disadvantaged Student Fund, supported by the Faculty, which provides small awards primarily to meet emergency needs of medical students from low-income backgrounds.

The Albany Medical College of Union University

Address inquiries to
A. James Powell
Minority Affairs
Albany Medical College
47 New Scotland Avenue
Albany, New York 12208
(518) 445-5824

Recruitment. A full-time Minority Affairs Office, headed by the Assistant Dean for Minority Affairs, directly supervises the recruitment process for minority applicants. The process includes visits to pre-medical summer programs, career days, and participation in many conferences with a pre-medical minority applicant focus. Minority applicants receive personal follow-ups from the Minority Affairs Office regarding the status of their application, and are encouraged to visit our facilities. The Minority Affairs Office coordinates campus visits for Minority applicants and arranges overnight accomodations with minority medical students.

Admitted minority applicants are invited to participate in a special Admitted Minority Applicants Weekend, hosted by the Minority Affairs Office and the Student Minority Affairs Committee in the Spring of each year.

Admissions. All minority applications are reviewed by the Assistant Dean for Minority Affairs and one other member of the Admissions Committee. Students with MCAT scores averaging above 40 and cumulative G.P.A.'s above 3.0 are most likely to be considered competitive in our minority applicant pool. Competitive minority applicants are immediately selected for interview once the application file is complete. Interviews are scheduled for the next available Friday after the applicant has been selected for interview. Each applicant accepted to Albany Medical College is interviewed by two members of the Admissions Committee. The Admissions Committee is comprised of clinical and basic science faculty, administrators and medical students, all with equal screening, interviewing and ranking privileges. If the Assistant Dean for Minority Affairs is not one of the two scheduled interviewers, minority applicants are encouraged to see him before leaving the interview site. The applicant is notified in writing within ten days after the ranking has occurred.

Academic Aid Programs. The Office of Minority Affairs closely monitors the performance of minority medical students enrolled in the Albany Medical College. Particular attention is focused on the basic science courses required in Years I and II, and students found to have any difficulty are immediately offered special assistance via organized review sessions and tutorials. A note-taking service is also available to any students enrolled.

Students found to have unusual academic difficulties may be placed on a decelerated schedule which allows three years for the completion of the first two years of work.

Beginning the 1986–87 academic year, the College will provide five year (decelerated) program option to a limited number of minority and disadvantaged students who would benefit from the opportunity to spread the first year requirements over two academic years. This program was designed to enable us to offer admission to a select number of minority applicants, who present strong motivation, and academic potential, but whose prior academic performance indicate the need for a slower adjustment to the rigorous academic requirements of the first year.

Summer Programs. A summer research apprentice program of eight weeks duration is offered to minority high school students who live in the capital district of Albany. The Eight Year Career Physicians Program initiated by Rensselaer Polytechnic Institute (RPI) and Albany Medical College (AMC) provides a seven week summer program for students about to matriculate at RPI. An eight week clinical summer program in residence at AMC is offered to minority students in this Career Physicians Program at the completion of the sophomore year at RPI. An eight week summer research program in residence is offered at the completion of the junior year at RPI. This is an early assurance program. Participants have the opportunity to apply for admission and be accepted into AMC during the summer after their sophomore year at RPI.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
1983-84												
Applied	387	179/208	—	8	2/6	—	26	19/7	—	72	39/33	—
Accepted	33	20/13	—	1	1/0	—	2	2/0	—	10	7/3	—
Matriculated	9	4/5	—	0	0/0	0	1	1/0	—	2	1/1	—
Enrolled												
First-Year	9	4/5	—	0	0/0	0	1	1/0	—	4	—2/2	—
All Years	39	22/17	—	0	0/0	0	2	2/0	—	11	6/5	—
1984-85												
Applied	394	187/207	—	9	5/4	—	28	19/9	—	66	4, /25	—
Accepted	38	—	—	0	0/0	0	3	2/1	—	9	6/3	—
Matriculated	6	3/3	—	0	0/0	0	2	1/1	—	4	2/2	—
Enrolled												
First-Year	8	4/4	—	0	0/0	0	3	2/1	—	5	2/3	—
All Years	39	21/8	—	0	0/0	0	4	3/1	—	12	6/6	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	7	11	13
American Indian	0	0	0
Mexican American/Chicano	0	1	1
Mainland Puerto Rican	2	1	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	4	2/2	100	4	2/2	100	33	28/5	100	1	1/0	100
Accepted	1	0/1	100	0	0/0	0	13	8/5	100	0	0/0	0
Matriculated	1	0/1	100	0	0/0	0	13	8/5	100	0	0/0	0
Enrolled												
First-Year	1	0/1	100	0	0/0	0	13	8/5	100	0	0/0	0
All Years	2	1/1	100	6	3/3	100	57	35/22	100	0	0/0	0
1984–85												
Applied	—	—	—	2	1/1	100	32	20/12	100	—	—	—
Accepted	—	—	—	0	0/0	0	14	10/4	100	—	—	—
Matriculated	0	0/0	0	0	0/0	0	14	10/4	100	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	14	10/4	100	0	0/0	0
All Years	1	1/0	100	5	3/2	100	53	36/17	100	1	1/0	100

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	0	0	0
American Indian	2	2	0
Mexican American/Chicano	14	13	14
Mainland Puerto Rican	0	0	0

Student Financial Assistance. Several scholarships have been made available by a community organization, primarily for minority students, with a prescribed service commitment. All other financial assistance is based on demonstrable need. Applicants may apply for a waiver of the application fee if they consider themselves financially disadvantaged.

Albert Einstein College of Medicine of Yeshiva University

Address inquiries to
Dr. Fernando J. Camacho
Director, Office of Special Educational Programs
Albert Einstein College of Medicine of Yeshiva University
1300 Morris Park Avenue
Bronx, New York 10461
(212) 430-3091

Recruitment. Minority student recruitment is conducted through the Office of Special Educational Programs. Faculty members and enrolled medical students also take an active part in these efforts. We are annual participants in the Harvard Health Careers Summer Program, the New York Medical College Health Careers Day and the Health Careers Conferences sponsored by the various ASPIRA organizations. In addition, visits are made to colleges, both local and out of state, in order to speak to student groups interested in medicine as a career. The Office of Special Educational Programs works closely with premedical advisors at various undergraduate institutions and assists in the counseling and placement of undergraduates in available clinical rotations.

The Minority Affairs Committee, the Office of Admissions and enrolled minority students sponsor an annual recruitment luncheon for prospective applicants chosen from the Med-MAR List.

Admissions. The Committee on Admissions has an "ad hoc" advisory group which screens and considers the applications of students classifying themselves as "minority." It includes faculty and student members, some of whom come from minority groups.

In selecting students for interview and for acceptance, attention is paid not only to the traditional indicators of success, such as GPA and MCAT, but also to those qualities which a student must possess in order to become a good physician. Among these are good character, strong motivation, perseverence and compassion.

All students are invited to attend a luncheon and tour of the school on the day of interview. Faculty members and students are present at both and can, at that time, give applicants further insight into the school and the admissions process.

Academic Aid Programs. The Office of Special Educational Programs, in conjunction with the Associate Dean for Students, closely follows the academic progress of students. Should difficulties arise, students are counselled and may be advised to avail themselves of tutorial assistance. This is provided to all students, free of charge, and upon their request. Extensive syllabi, which cover the lecture material, are provided for all subjects in the basic sciences.

Since most academic problems arise because of personal difficulties rather than intellectual unpreparedness, a large part of the retention effort involves non-academic supports. In addition to the Office of Special Educational Programs and school-assigned faculty advisors, the students have access to members of the Minority Affairs Committee. This is a Dean's Committee composed of faculty and students who serve as advisors and look into any matters of concern to minority students.

There are branches of the Student National Medical Association and the Boricua Health Organization at Einstein. Both are quite active in undergraduate advisement, recruitment efforts and issues of social and health import. The support that the students provide to each other directly and through their various activities is invaluable and can, literally, mean the difference between success and failure.

Summer Programs. The Departments of Biochemistry, Cell Biology, and Genetics offer a combined preparatory course to new matriculants during the two-week period preceding the start of classes. Aside from serving to introduce the students to the basics of these subjects, the course helps to introduce the students to each other, to some faculty members and to the school environment. Participation is voluntary and is recommended to students whose basic science background is weak or limited in content or scope.

The Medical Sciences Enrichment Program provides 5 weeks of clinical experience in medicine for minority high school students during the summer. It is designed to offer students direct knowledge of a physician's applications, demands, and interactions in a clinical setting.

The Minority Student Summer Research Fellowship Program is designed for undergraduates who have completed their junior year and provides 10 weeks of experience in an active biomedical research laboratory.

Student Financial Assistance. Application fees are waived for financially needy students. Financial aid is available to minority students on the basis of financial need and consists of tuition remissions, scholarships and awards, in addition to the well-known loan programs. No student should be discouraged from applying due to lack of funds.

Columbia University
College of Physicians and Surgeons

Address inquiries to
Dr. Margaret Haynes
Director of Special Projects
Columbia University
College of Physicians and Surgeons
630 West 168th Street
New York, New York 10032
(212) 305-6826

Recruitment. The Office of Special Projects is directly responsible for recruitment of underrepresented minority group students. A variety of approaches are utilized to increase the number of minority applicants. Orientation visits by prospective applicants is strongly encouraged and desirable. Minority premedical students are always welcome to visit the medical school, to browse through the Hammer Health Sciences Library, have lunch at Bard Hall, and talk with our medical students. Frequent communication with the office is encouraged.

Career counseling and advisement is provided to college students, postgraduates and high school students.

National recruitment consists of inviting the submission of applications from minority group students who are underrepresented in American medicine and who identified themselves on the Med-MAR list.

Regional recruitment visits are made to college campuses concentrated primarily in the New York, New Jersey, Pennsylvania, and Connecticut areas. They are conducted by the Director and our members of the Black and Latin Students Organization (BALSO).

The Office of Special Projects presents an annual Recruitment Day Conference sponsored by our P&S Alumni Office. The specific purpose of the conference is to provide information to potential minority group applicants on pertinent topics related to the preparation required for medical school admission, in general, and specific information about admission to P&S.

The College of Physicians and Surgeons Columbia University has an extremely effective and cohesive student organization, of long standing, the BALSO which is an integral part of its parent office, the Office of Special Projects. BALSO is active internally with minority student affairs as well as externally with recruitment activities. There is a strong continuous relationship between the minority students at P&S and the P&S minority faculty, alumni, and house staff. BALSO students sponsor pre-enrollment orientation activities for newly entering students.

Admissions. All applicants must apply directly to the Medical School. Minority applicants are considered on an equal basis with other applicants.

The Office of Special Projects works closely with the Admissions Office to facilitate the applications from minority group students to the Medical School. Both minority faculty and enrolled students participate on the committee.

Academic Aid Programs. The same academic aid programs are available to all of our students. Judging by the very small numbers of minority students who have had to leave P&S for academic reasons, these programs are satisfactory supplements to our formal teaching programs.

Summer Programs. The Office of Special Projects offers a six week Summer Science Review Preperatory Course for taking the Medical College Admission Test (MCAT). Institutional participation in the Minority High School Research Student Apprentice Program consists of providing 4 high school students with laboratory experience. A series of informal seminars which include job training, counseling, advisement and exposure to medical-health careers are held weekly and attended by high school and junior high school program participants.

The Minority Junior High School Students Summer Program is designed to introduce/reinforce the scientific method. It provides basic information and instruction for the use and care of laboratory instruments and supplies, supervised laboratory experiments and projects. It also introduces students to careers in health sciences through field trips, interviews and seminars with health care professionals.

Student Financial Assistance. Application fees are waived whenever circumstances indicate that payment of them would entail undue financial hardship. Accepted students with demonstrated need for financial aid are awarded a mixture of loans and scholarships. In any given year, the criteria used for calculating awards are applied with equal force for all of our students in each of the four classes.

Routinely P&S minority students are recipients of competitive scholarship awards most notably from the National Medical Fellowships and other organizations.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	71	29/42	85	2	1/1	0	6	4/2	33	26	14/12	88
Accepted	5	2/3	80	0	0/0	0	0	0/0	0	3	3/0	100
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	1	1/0	100
Enrolled												
First-Year	0	0/0	00	0	0/0	0	0	0/0	0	1	1/0	100
All Years	4	2/2	100	0	0/0	0	0	0/0	0	5	2/3	100
1984-85												
Applied	70	29/41	86	6	5/1	33	3	2/1	33	32	21/11	78
Accepted	6	2/4	100	0	0/0	0	0	0/0	0	5	3/2	100
Matriculated	6	2/4	100	0	0/0	0	0	0/0	0	1	1/0	100
Enrolled												
First-Year	6	2/4	100	0	0/0	0	0	0/0	0	1	1/0	100
All Years	9	5/4	100	0	0/0	0	0	0/0	0	5	3/2	100

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	1	2	1
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	1	1	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	299	140/159	—	6	2/4	—	45	27/18	—	73	41/32	—
Accepted	29	16/13	—	0	0/0	0	2	2/0	—	8	6/2	—
Matriculated	17	9/8	—	0	0/0	0	1	1/0	—	2	2/0	—
Enrolled												
First-Year	17	9/8	—	0	0/0	0	1	1/0	—	5	3/2	—
All Years	30	14/16	—	1	0/1	—	1	1/0	—	22	12/10	—
1984–85												
Applied	327	156/171	—	11	7/4	—	38	24/14	—	79	46/33	—
Accepted	17	11/6	—	1	0/1	—	2	2/0	—	12	8/4	—
Matriculated	10	8/2	—	1	0/1	—	1	1/0	—	5	3/2	—
Enrolled												
First-Year	14	10/4	—	1	0/1	—	1	1/0	—	5	3/2	—
All Years	37	21/16	—	1	0/1	—	2	2/0	—	24	14/10	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	3	5	3
American Indian	1	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	3	6	8

Cornell University Medical College

Address inquiries to
Dr. Bruce L. Ballard
Associate Dean
Associate Professor of Clinical Psychiatry
Cornell University Medical College
1300 York Avenue
New York, New York 10021
(212) 472-5668

Recruitment. The faculty at Cornell University Medical College has long recognized that society's needs might be better met by increasing the numbers of minority men and women in the health science fields. Accordingly, a studious effort has been made annually to attract talented minority students to Cornell. Cornell recruits actively on a nationwide basis to assure that each entering medical school class will be a diverse group of capable prospective physicians. At Cornell, diversity can be defined to include students representative of backgrounds that are most affected by the nationwide physician shortage vis-a-vis their numbers in the total national population.

Since New York City is one of the great urban academic centers in the United States, we welcome visits to our facilities from prospective medical school students who live in the area or who may be visiting. Faculty and students participate also in premedical conferences sponsored by various minority organizations.

Admissions. We do not have a separate minority admissions committee or subcommittee. Minority students make application to Cornell in the same way as other applicants. Our Admissions Committee consists of approximately 30 people and, at present, four members of the committee are minority group members.

Academic Aid Programs. There is no specific academic aid program for students prior to or during their stay here at Cornell as medical students. When minority students encounter academic difficulties, the problem is handled in the same manner as it is handled for any other student by means of individualized tutorial assistance from faculty or upperclassmen.

Summer Programs. Cornell initiated the Summer Fellowship Program for Minority Group Students in 1969. The primary purpose of the summer program is not to entice students to Cornell for their medical education, but to provide minority students with an indepth preliminary experience of medical school life. Participants in the Summer Fellowship Program come from a wide range of undergraduate institutions and must have completed their junior year in a premedical curriculum to be eligible. Through the experiences of laboratory research, classroom lectures, seminars on public health, field visits, and close-up observations of hospital care, the fellows gain a clear picture of the demands and opportunities they will encounter in choosing medicine as a career. A popular feature of our program is the assignment of each fellow to a fourth-year medical student who serves as a "clinical tutor" and takes the summer student on weekly rounds of the floors of The New York Hospital to observe the care of patients. A number of the participants in this program subsequently seek admission to CUMC and we welcome them.

Student Financial Assistance. The application fee will be waived for minority students who would find it financially difficult to pay, and in some instances we provide financial help for them to travel for interviews.

There are no special funds specifically set aside for minority group students, but financial aid in the form of grants and loans is made available to all students according to their needs within the limits of available funds for a given year.

Mount Sinai School of Medicine of the City University of New York

Address inquiries to
Dr. Barry Stimmel
Dean for Admissions
Academic and Student Affairs
Mount Sinai School of Medicine
Annenberg Building, Fifth Floor
One Gustave L. Levy Place
New York, New York 10029
(212) 650-6694

Recruitment. The School of Medicine's recruitment program includes visits by faculty and admissions officers to colleges in the Metropolitan New York area as well as to selected undergraduate institutions in other regions. In addition, the Office of Admissions, when appropriate, arranges onsite visits for students in premedical clubs or societies.

The School of Medicine's Division of Health Careers Development also sponsors an on-campus high school program for students in the Metropolitan New York area. The Secondary Education Through Health Program (S.E.T.H.) offers remedial assistance and hospital experiences to high school students interested in careers in the health professions. The Premedical Research and Education Program (P.R.E.P.) offers research and educational opportunities to high school and college students.

Admissions. All applicants to Mount Sinai School of Medicine are evaluated on the basis of academic performance, Medical College Admission Test scores, premedical committee letters of recommendation, extracurricular activities, and the degree of interest or motivation apparent in the application or evidenced upon interview. The Admissions Committee thoroughly reviews applications of educationally disadvantaged students. Action based on these recommendations is then taken. Faculty and student minority representation exists on the Admissions Committee. Application fees may be waived upon appropriate request.

Academic Aid Programs. During the academic year, a retention program exists, consisting of ongoing tutorials organized by a full-time faculty member as well as tutorials arranged on an individual departmental basis when needed. The goals of the retention program are (1) the identification of the student in academic difficulty at an early date to assist in improving his/her performance prior to formal completion of a course; (2) the provision of a better milieu in which students with particular academic deficiencies can function in their peer group with a minimum of anxiety; and (3) the ability to enable all students accepted to the School of Medicine to be provided with additional individual academic support, when needed, so that their medical education may be completed.

Summer Programs. Accepted students with educational deficiencies are encouraged to participate in a reinforcement program the summer prior to matriculation. The program is of two months' duration and includes work in the following areas: (1) chemistry and mathematics essential for medicine; (2) cell biology, and (3) introduction to anatomy. In addition, hospital experience is an integral part of the program. The program is directed by a full-time faculty member, assisted by student tutors, with tutorial instruction by other faculty members where appropriate.

Student Financial Assistance. It is the policy of the school to provide as much financial asisstance as possible to all students who require such assistance in order to maintain attendance. Students who are accepted for admission are provided financial assistance applications on which they may document their request for financial aid. Applications are treated confidentially, and awards are made by a faculty committee on financial aid. Each applicant is considered on an individual basis, so that the greatest support for the most needy students can be distributed.

Other Pertinent Information. There is at present no special office at Mount Sinai that coordinates minority programs, although the School of Medicine is strongly committed to an affirmative action policy. Accordingly, in addition to Dr. Stimmel, inquiries should be addressed to Dr. Edward J. Ronan, Assistant Dean for Academic Affairs, Mount Sinai School of Medicine.

New York Medical College

Address inquiries to
Dr. Anthony A. Clemendor
Associate Dean
New York Medical College
Metropolitan Hospital
1901 First Avenue
Suite 16A2
New York, New York 10029
(212) 230-6263

Recruitment. New York Medical College conducts a special program to recruit and retain minority group students for careers in medicine. Recruitment efforts directed toward college students include a summer premedical training program designed to provide intensive review of basic science courses and an introduction to preclinical courses taught in medical school. In addition, recruitment visits to colleges are conducted, and individual counseling for students interested in pursuing medical careers is provided.

The Director and Assistant Director participate in "field" visits. And participation in career day programs includes medical students, faculty, administrators, etc.

Admissions. The Program Director of Minority Affairs is an Associate Dean of the college and, as such, positively impacts on school policies and procedures relative to the status of minority students. He is also a member of the Executive Admissions Committee.

The Admissions Committee has no preference as to a major field of undergraduate study, but any college work submitted must include specified credits in chemistry, physics, biology and English.

Academic Aid Programs. The Pre-Medical Summer Program is a key factor in the retention of minority and disadvantaged students in medical school. The special retention program offered for minority students consists of instruction in the three basic science courses, a Learning Skills Development Workshop, and a Medical College Admissions Test (MCAT) Review Workshop. The courses in basic sciences are taught by the regular academic faculty of the college. Upper-class students participate in the program and function as teaching assistants and student tutors. The learning skills workshops are designed to upgrade basic reading ability by improving reading speed, comprehension, and note-taking skills. Included in the workshops is instruction in basic medical vocabulary and terminology.

Summer Programs. Upper-class students participate in the program and function as teaching assistants and student tutors.

In order to qualify for admission to the program, students are required to meet four criteria: membership in a minority group (Black, Hispanic, Asian American, American Indian), educational and economic disadvantage, enrollment at an undergraduate college, and maintenance of a minimum undergraduate grade-point average (GPA) of 2.0.

Participants in the program include minority students accepted into New York Medical College for September and college juniors, seniors, and graduates. They must have completed: three semesters of chemistry, two to three semesters of biology, and at least one semester of physics.

Student Financial Assistance. The Assistant Director updates a listing of traditional and non-traditional financial aid sources biannually. Special counseling and aggressive resource development is undertaken to assist students with emergency situations. The Board of Trustees has approved ten $5,000 4-year scholarships and ten $5,000 4-year loans for underrepresented minority medical students entering with the incoming class in 1986. The Office of Minority Affairs monitors a low interest Emergency Loan Fund, the J. M. Foundation Emergency Loan Fund for Minority Students, the W. K. Kellog Foundation Fund, Miscellaneous Loan & Scholarship Fund, Medstart Student Aid Fund and the Rosenthiel Foundation Fund.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	189	98/91	—	9	5/4	—	23	16/7	—	45	25/20	—
Accepted	26	13/13	—	1	1/0	—	1	0/1	—	6	3/3	—
Matriculated	10	4/6	—	0	0/0	0	1	0/1	—	5	3/2	—
Enrolled												
First-Year	10	4/6	—	0	0/0	0	1	0/1	—	5	3/2	—
All Years	31	16/15	—	0	0/0	0	1	0/1	—	5	3/2	—
1984–85												
Applied	228	111/117	—	7	3/4	—	22	14/8	—	45	25/20	—
Accepted	34	16/18	—	0	0/0	0	1	1/0	—	4	3/1	—
Matriculated	8	4/4	—	0	0/0	0	0	0/0	0	3	2/1	—
Enrolled												
First-Year	8	4/4	—	0	0/0	0	0	0/0	0	3	2/1	—
All Years	32	15/17	—	0	0/0	0	2	1/1	—	14	7/7	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	6	7	10
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	2	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	465	238/227	—	17	9/8	—	94	62/32	—	94	55/39	—
Accepted	27	20/7	—	2	0/2	—	8	4/4	—	7	3/4	—
Matriculated	6	3/3	—	0	0/0	0	1	0/1	—	4	2/2	—
Enrolled												
First-Year	6	3/3	—	0	0/0	0	1	0/1	—	4	2/2	—
All Years	32	18/14	—	1	1/0	—	2	1/1	—	13	8/5	—
1984–85												
Applied	495	243/252	—	18	10/8	—	105	71/34	—	79	49/30	—
Accepted	24	11/13	—	0	0/0	0	9	5/4	—	4	4/0	—
Matriculated	13	6/7	—	0	0/0	0	5	2/3	—	3	3/0	—
Enrolled												
First-Year	13	6/7	—	0	0/0	0	5	2/3	—	3	3/0	—
All Years	41	23/18	—	0	0/0	0	7	3/4	—	13	8/5	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86
Black American	5	8	13
American Indian	1	0	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	2	5	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	158	70/88	—	1	0/1	—	8	4/4	—	27	23/24	—
Accepted	10	7/3	—	0	0/0	0	0	0/0	0	16	10/6	—
Matriculated	2	0/2	—	0	0/0	0	0	0/0	0	6	4/2	—
Enrolled												
First-Year	2	0/2	—	0	0/0	0	0	0/0	0	6	4/2	—
All Years	17	7/10	—	0	0/0	0	0	0/0	0	24	15/9	—
1984-85												
Applied	155	66/89	—	3	3/0	—	5	3/2	—	46	26/20	—
Accepted	17	7/10	—	0	0/0	0	1	1/0	—	10	6/4	—
Matriculated	6	2/4	—	0	0/0	0	1	1/0	—	5	3/2	—
Enrolled												
First-Year	7	2/5	—	0	0/0	0	1	1/0	—	6	4/2	—
All Years	18	7/11	—	0	0/0	0	1	1/0	—	22	14/8	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	5	6	4
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	5	4	8

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	152	60/92	—	1	1/0	—	6	5/1	—	46	24/22	—
Accepted	22	11/11	—	0	0/0	0	2	2/0	—	14	7/7	—
Matriculated	3	1/2	—	0	0/0	0	2	2/0	—	2	—	—
Enrolled												
First-Year	4	2/2	—	0	0/0	0	2	2/0	—	5	3/2	—
All Years	19	8/11	—	1	1/0	—	2	2/0	—	11	7/4	—
1984–85												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	30	13/17	—	2	2/0	—	2	2/0	—	13	8/5	—
Matriculated	10	5/5	—	0	0/0	0	0	0/0	0	1	0/1	—
Enrolled												
First-Year	11	6/5	—	0	0/0	0	0	0/0	0	2	0/2	—
All Years	28	14/14	—	1	1/0	—	2	2/0	—	8	5/3	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86
Black American	4	2	9
American Indian	0	0	1
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	2	2	2

New York University School of Medicine

Address inquiries to
Dr. Veva Zimmerman
Associate Dean
New York University
School of Medicine
550 First Avenue
New York, New York 10016
(212) 340-5373

Recruitment. New York University School of Medicine sponsors a range of undergraduate and high school programs which are directed toward the encouragement, preparation, and orientation of minority and disadvantaged students seeking careers in health related fields. One of these is a junior high school incentive program for teenagers demonstrating skills in basic science in cooperation with one of New York's public schools. The other is a college preparatory program concerned primarily with a select number of students who are specifically encouraged to pursue premedical studies with a prospect for seeking admission to medical school.

In addition, the Admissions Committee and Dean's Office sponsor field visits to undergraduate campuses and high schools as well as an annual Health Careers Day at the Medical Center. In each activity the cooperative efforts of students, faculty, and administrators are used.

The medical school also maintains liaison with premedical advisors and those campus organizations devoted to encouraging disadvantaged students to seek medical careers.

Admissions. The Admissions Committee assigns several of its members each year to the task of screening, reviewing, and recommending applications of minority and disadvantaged students to ensure that these applications are given consideration by appropriately experienced individuals.

Academic Aid Programs. Students accepted to the School of Medicine will receive academic support when and if required. Curriculum and course schedules are flexible and often arranged to meet the specific needs of a student. Extra-curricular and individual tutorial assistance are made easily available. In addition, the school will engage outside counseling for a student who asks for or requires it.

The faculty has traditionally insisted that every student be encouraged to do his or her best and be afforded the supplemental teaching assistance necessary to ensure positive results in his or her academic program.

Student Financial Assistance. The Admissions Committee will, upon written request, waive application fees. The school participates in all recognized publicly supported financial aid programs and maintains a staff to assist students with financial aid requests. Federal, state, and privately endowed loans and scholarships are available. Students from economically deprived backgrounds receive special attention and considerable tuition assistance. All requests for financial aid are processed by formal application and all awards are based on financial need.

Other Pertinent Information. New York University School of Medicine sponsors for its students and housestaff a Spanish language and cultural orientation program designed to equip medical personnel with the essentials for conversing with Spanish-speaking patients and colleagues and an understanding of the social and cultural heritage of the Spanish-speaking populace in New York. The program has received national acclaim. The school also provides a range of elective and teaching programs designed to acquaint medical students with the problems of the poor, handicapped, and aged, as well as the ethnic distinctions of the city's population.

Minority and disadvantaged students are encouraged to apply to New York University School of Medicine with the knowledge that they will receive the most careful and sympathetic consideration given to all other applicants. Similarly, it must be stressed that the Admissions Committee is obliged to maintain a professional standard for all candidates which ultimately assures equity and uniformity in the acceptance process.

The University of Rochester
School of Medicine and Dentistry

Address inquiries to
Dr. Robert J. Rivers
Associate Dean for Minority Affairs
The University of Rochester
School of Medicine and Dentistry
Medical Center Box 601
Rochester, New York 14642
(716) 275-2842

Recruitment. The Office of Minority Affairs represents a serious commitment on the part of the University of Rochester School of Medicine and Dentistry to meet the urgent need for minority physicians in all aspects of the medical profession. An active recruitment program seeks applicants for the M.D., Ph.D., and M.D./Ph.D. programs from a national pool. These efforts have raised the entering class percentage of minorities from a previous 4%, five years ago to the present 15% planning to matriculate in 1985-86.

In closely coordinated efforts with Admissions, visits and recruitment trips are made by the Associate Dean and the Director of Minority Affairs to student groups, career programs and activities, summer programs, and premedical advisors. Minority medical students, alumni, and administrators all participate in recruitment efforts. Undergraduate students in any year are invited to tour the school and meet with faculty and/or students. Contacts are also made and invited by mail and telephone.

Admissions. Rochester is interested in the composite profile of each applicant, including academic preparation, background and experiences, commitment and motivation, and personal characteristics. Applications are reviewed individually by an Admissions Committee consisting of approximately eighteen faculty members, including the Deans for Admissions, Financial Aid, Minority Affairs, and Student Affairs. Applicants invited to the school for interview typically meet with up to three faculty members, one of whom is a member of the Admissions Committee.

Early application is encouraged, and prompt evaluation of applications is directed by the Minority Affairs Office in conjunction with the Admissions Office. The MCAT examination is not required for admission.

Academic Aid Programs. The school attempts to provide academic aid programs for all matriculated students if the need arises while in school. The Associate Dean for Student Affairs and the Minority Affairs office advises individual students and works closely with faculty. Departments and individual faculty members provide tutorial assistance. It is recognized that improvement of academic skills and study habits, provision of a flexible curriculum schedule, and considerable one-to-one teacher-student relationships may be needed at any stage of academic training. Steps are routinely taken to incorporate such concepts into the Rochester program.

The fourth year-first year student program makes a match at the students' prerogative to provide a "buddy" or "tutor" relationship. In addition, the student-faculty program provides an opportunity for first-year students to establish a relationship with a member of the medical school faculty. The nature of the student-faculty relationship depends on the interest of both the faculty member and the student. There may be academic and/or personal guidance; an opportunity to correlate basic science course work with clinical and research applications; exposure to breadth of medicine, including history, ethics, and public or community health; or an opportunity to pursue areas in depth in a field proposed by the student. Not only is there the potential for a valuable relationship with either a faculty member or a student by the fourth year-first year student program or the student-faculty program, but there is also an opportunity to develop a growing friendship.

Summer Programs. The Summer Research Fellowship (SURF) Program was established in 1981 to provide solid research experience as a supportive base for future medical school and graduate school opportunities. The ten week program, which is completely funded by the University of Rochester, selects 10 to 15 students from a national pool to participate in several medical and basic science departments. Students from undergraduate research programs, such as MARC and MBRS are encouraged to apply, however prior research experience is not required.

Although the majority of students are rising juniors and seniors, post-baccalaureate participants are considered. Summer research opportunities are also available to admitted members of the first year medical school class at the University of Rochester.

Popular additional features include seminars with minority professionals and exposure to various aspects of clinical medicine. Other important activities are designed to help students through the maze of procedures, tests, interviews, financial concerns, etc., associated with applications to medical school and graduate school. All students if they wish and if they are eligible are provided interviews for the University of Rochester School of Medicine and Dentistry during the program. An encouraging number of these students have been accepted.

Student Financial Assistance. Any applicant in financial need will have his or her application fee waived upon request. The school also offers partial support for interview trips to Rochester to those students who would have difficulty meeting travel expenses.

This school offers financial aid on the basis on need and works closely with all granting agencies. The Committee on Financial Assistance has as its primary goal the distribution of medical school scholarship and loan funds as well as Federal interest-subsidized loans so that no student will be deprived of a medical education at Rochester because of unmet financial need. Minority students have benefitted greatly from continuing efforts to maintain a strong financial aid package for all students.

Fellowships based on need and future professional potential are available to eligible minority students. These Fellowships provide partial to full support for tuition and fees over four years.

State University of New York Health Science Center at Brooklyn College of Medicine

Address inquiries to
Rudolph M. Williams
Associate Dean and
Deputy Assistant Vice President
State University of New York
Health Science Center at Brooklyn
College of Medicine
450 Clarkson Avenue
Brooklyn, New York 11203
(212) 270-2447

Recruitment. The SUNY-Health Science Center at Brooklyn College of Medicine has a constant interest in expanding its efforts to identify, recruit, retain and graduate minority and/or economically disadvantaged individuals who have potential and promise for education and training in medicine. The College of Medicine has a strong minority program, including an active recruitment policy and both preparatory and enrichment opportunities during the summer months and the academic year. As part of this program, the Admissions Committee seeks to select a class that is not only academically competent, but also representative of a wide spectrum of personalities, backgrounds, talents and motivations.

SUNY-HSC at Brooklyn College of Medicine sponsors a range of programs which are directed toward the identification, preparation and orientation of minority and disadvantaged students seeking careers in medicine and other health related fields. A Minority High School Student Research Program is offered to teenagers demonstrating promise in health sciences education. A Health Sciences Explorer Scout Post is sponsored by the medical center for youngsters 14–18 who have an interest in the life sciences.

The College of Medicine recruits primarily at undergraduate colleges in the Northeast. Our most active efforts are aimed at multi-university settings or college recruitment days, health fairs, etc.

Admissions. All applicants are screened and evaluated by the full Admissions Committee. Multiple characteristics are used to determine candidate eligibility for admission and the Committee carefully considers those factors which might have affected the applicant's past academic records or future achievements. Special consideration is given to each applicant's potential contribution to the University's goals and societal needs. It is the duty of the Admissions Committee, acting for the Dean and faculty, to select the students who, in their judgment, will best provide excellent and beneficial diversity in the student body. No single factor is given overriding emphasis.

Academic Aid Programs. Comprehensive and individualized programs of academic assistance are provided to any student who requires academic aid. A skills development office has been established to help with specific problems of test-taking, study skills, note-taking and organization. Tutors are available upon request and may be assigned by departments when a student encounters academic difficulty. Small group study and review sessions are encouraged and led by faculty or graduate assistants. Summer academic enrichment programs are an integral part of our academic aid program.

Summer Programs. Operation Success is SUNY-Brooklyn's summer program. This program is restricted to those students admitted to the next entering class and provides an introduction to basic medical sciences. Operation Success is an eight week residential program directed by Medical Center faculty with the assistance of upperclass minority students. No applications are necessary and information is sent once admission has been granted.

Student Financial Assistance. All students admitted to the SUNY-HSC at Brooklyn College of Medicine who apply for financial consideration are given financial assistance based on need and on available funds. Total financial counseling for the student and his/her parents will be provided during the summer programs and throughout the year.

Other Pertinent Information. SUNY-HSC at Brooklyn is a teaching institution educating health care professionals; a research facility seeking answers to the medical problems that beset humankind; a teaching hospital caring for people with special problems; an out-patient facility serving the health needs of the community; a public service institution; the largest medical center in New York State; the seventh largest medical school in the United States; a unit of the State University of New York.

SUNY-Brooklyn is all these things and more. It is an institution which exists to educate, to do research, and to take care of people. As a large urban medical center which is part of a large public university system, SUNY-HSC at Brooklyn Medical Center is keenly aware of its special obligation for public service and is a vital contributor to the health care needs of the underserved and underprivileged citizens of Brooklyn, the state and the nation.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	188	91/97	—	2	1/1	—	12	8/4	—	51	30/21	—
Accepted	12	9/3	—	1	0/1	—	1	1/0	—	2	2/0	—
Matriculated	2	2/0	—	0	0/0	0	0	0/0	0	1	1/0	—
Enrolled												
First-Year	2	2/0	—	0	0/0	0	0	0/0	0	1	1/0	—
All Years	16	11/5	—	0	0/0	0	0	0/0	0	4	3/1	—
1984-85												
Applied	193	95/98	—	6	4/2	—	18	12/6	—	42	28/14	—
Accepted	14	10/4	—	0	0/0	0	0	0/0	0	3	1/2	—
Matriculated	1	1/0	—	0	0/0	0	0	0/0	0	2	0/2	—
Enrolled												
First-Year	1	1/0	—	0	0/0	0	0	0/0	0	2	0/2	—
All Years	16	10/6	—	0	0/0	0	0	0/0	0	3	1/2	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	3	6	8
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	3	0	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	121	59/62	—	2	1/1	—	7	6/1	—	28	14/14	—
Accepted	6	3/3	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	2	1/1	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	2	1/1	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	8	4/4	—	0	0/0	0	0	0/0	0	2	2/0	—
1984–85												
Applied	100	44/56	—	8	5/3	--	3	2/1	—	19	13/6	—
Accepted	12	9/3	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	4	2/2	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	5	2/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	11	5/6	—	0	0/0	0	0	0/0	0	2	2/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86
Black American	1	1	4
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	1	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	371	175/196	—	5	0/5	—	6	3/3	—	82	46/36	—
Accepted	54	27/27	—	0	0/0	0	0	0/0	0	16	9/7	—
Matriculated	16	6/10	—	0	0/0	0	0	0/0	0	5	2/3	—
Enrolled												
First-Year	25	10/15	—	0	0/0	0	0	0/0	0	5	2/3	—
All Years	78	40/38	—	0	0/0	0	1	1/0	—	11	6/5	—
1984-85												
Applied	414	192/222	—	8	6/2	—	10	6/4	—	78	47/31	—
Accepted	54	34/20	—	0	0/0	0	2	1/1	—	9	7/2	—
Matriculated	14	10/4	—	0	0/0	0	1	1/0	—	3	2/1	—
Enrolled												
First-Year	22	15/7	—	0	0/0	0	1	1/0	—	4	3/1	—
All Years	75	43/32	—	0	0/0	0	2	2/0	—	11	7/4	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	17	7	22
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	3	1	3

State University of New York at Buffalo School of Medicine

Address inquiries to
Dr. Maggie Wright
Assistant Dean for Student Affairs
State University of New York at Buffalo
School of Medicine
140 Farber Hall
Buffalo, New York 14214
(716) 831-2811

Recruitment. Field visitations, career seminars, visits to undergraduate institutions are made. Visits to the medical school are encouraged. Visits are conducted by Assistant Dean for Student Affairs and minority medical students.

Admissions. The SUNY/Buffalo School of Medicine participates in the American Medical College Application Service (AMCAS). All completed applications are evaluated by our Admissions Committee and a determination is made with regard to a personal interview. The interview is a prerequisite to admission and is the final stage of the admissions process. Multiple criteria are used to determine candidate eligibility for admission. This gives minority students, as well as others, an opportunity to present their very best qualities to the Admissions Committee.

Academic Aid Programs. Faculty advisement, tutoring, counseling, study skills are offered to all students. Special tutorial program is offered to minority and disadvantaged students.

Summer Programs. An eight-week academic enrichment program is available to first year minority and disadvantaged students during the summer. These students take Histology and Embryology for credit, participate in a preceptorship program, attend career seminars, financial aid advisement, counseling, tutoring, and skills development. The program is designed to facilitate entry into medical school.

The Summer Microbiology program is a nine week program offered to minority and disadvantaged second year students, and is designed to provide students a head start on second year curriculum.

State University of New York at Stony Brook
Health Sciences Center
School of Medicine

Address inquiries to
Dr. Aldustus E. Jordan, III
Associate Dean
State University of New York at Stony Brook
School of Medicine
Health Sciences Center
Stony Brook, New York 11794
(516) 444-2341

Recruitment. Recruitment visits are made upon individual request by schools or student groups, or arranged through contact by staff and students from the institution. During the past several years, visits have been made to undergraduate institutions, and the School of Medicine has worked with other campus groups in hosting visits from high school students from the Long Island and New York City area. Visits have also been made to local community colleges. Students, faculty, and administrators participate in these activities.

Admissions. The admissions procedures for minority students are the same as those for all applicants to the School of Medicine. A subcommittee of the Admissions Committee reviews applications and provides an initial evaluation. Final admissions decisions are made by the full Admissions Committee. The subcommittee has in the past included minority members from the Admissions Committee as well as additional membership, including students. The subcommittee members are also members of the Admissions Committee.

Academic Aid Programs. Academic assistance programs are available for all students in the School of Medicine. These include student and faculty tutorials, which are available upon request by the student or by advisement to the student. Individual arrangements may be made for students who would benefit from different curricular arrangements.

The student body at this school is still small enough so that individual attention may be directed to the applicant and to the matriculated student.

Student Financial Assistance. Regrettably, there are no institutional funds available for additional financial aid beyond those available to all students. However, because this is a state school, tuition is less than at other institutions. In addition, for those who qualify Scholar Incentive Awards and the Regents Scholarship Program may meet tuition payments.

State University of New York
Health Science Center at Syracuse
College of Medicine

Address inquiries to
Dr. N. Barry Berg
Assistant Dean for
Academic Achievement and
Director, U-MED Program
State University of New York
Health Science Center at Syracuse
College of Medicine
766 Irving Avenue, Room 2051
Syracuse, New York 13210
(315) 473-4347

Recruitment. The Upstate Minority Educational Development Program (U-MED) was established to provide increased educational opportunities for the study of medicine for those academically qualified students who may have been disadvantaged by virtue of their socioeconomic status. This program is reflective of the SUNY-Syracuse College of Medicine's commitment to increasing enrollment, retention, and graduation of minority physicians who are disproportionately represented in the population.

Recruiting activities are geared toward high school and college students. The SUNY-Syracuse Summer Science Program is a seven week summer program designed to expose area minority junior and senior high school students to various aspects of health care. Through the High School Research Apprentice Program, minority high school students in the Syracuse area receive stipends enabling them to engage in scientific research under the direction of our faculty on a full time basis during the summer. A limited number of Research Scholarships are awarded to local minority college students so they may continue to pursue their research activities during the summer.

Recruitment visits are made to regional health careers meetings and to individual undergraduate schools. Liaison relationships have been established with some undergraduate schools to enable us to assist students on a continuing basis in better preparation for medical school.

Student Financial Assistance. SUNY has a $50 application fee.

Admissions. SUNY-Syracuse does not have a separate Admissions Committee for minority applicants, but does have minority representation on its regular Admissions Committee. Every minority application is carefully and thoughtfully reviewed by this committee; and each applicant is evaluated on the merits of his/her total application rather than any one specific parameter. There is also minority representation on the academic faculty and on the clinical faculty. In addition, the Medical Center has a very positive Affirmative Action Program.

Academic Aid Programs. Comprehensive programs of academic aid are available to all students requiring academic assistance through the Office of Academic Achievement. The Director of the U-MED Program, also the Assistant Dean for Academic Achievement, is responsible for coordinating administrative and faculty efforts to provide an environment in which students can realize their full academic potential. The basic components of the academic aid programs are tutorials, academic counseling and advising, and the summer anatomy program.

The tutorial program consists of early identification of students experiencing academic difficulties, determination of individual problem areas, and the provision of proper tutorial and instructional aids in the basic science courses. Minority students completing the summer anatomy course are encouraged to tutor other students taking anatomy in the fall.

The Office of Academic Achievement, in conjunction with the Dean of Students, Office of Medical Education, and appropriate faculty provide a continuous and ongoing program of advisement and counseling to help orient, direct, and guide minority group students throughout their medical education. Minority housestaff and alumni have also been very active in this program. A special educational reference and study center is also available, and minority group students are encouraged to participate in institutional and national organizations responsible for minority medical education.

Summer Programs. The Summer Program offers gross anatomy for minority group and educationally disadvantaged medical students enrolled as freshmen at the Health Science Center at Syracuse. This course is taught by the Assistant Dean for Academic Achievement and is offered for credit during an eight week period over the summer. Students successfully completing this course receive advanced standing and are exempt from taking gross anatomy. Students have the opportunity to develop basic learning skills in the context of one of their major academic courses.

Student Financial Assistance. SUNY-Syracuse has a $50 application fee. Since we are participating in AMCAS, which also has a fee, students may apply for an application fee waiver directly through AMCAS. Students receiving a waiver of the AMCAS fee are eligible for a waiver of SUNY-Syracuse application fee. An interview is required at the medical school campus, but financial assistance to defray the cost of the trip is not usually available. Arrangements can be made for interviewees to stay with program participants during their visit to our campus. There are no special sources of financial aid for minority students unique to this school; however, each student is provided with the use of microscopes, and loan of reference materials. Minority group students are given financial aid based upon demonstrated individual financial need.

The Bowman Gray School of Medicine Of Wake Forest University

Address inquiries to
Dr. Velma Gibson Watts
Director
Office of Minority Affairs
The Bowman Gray School of Medicine
300 South Hawthorne Road
Winston-Salem, North Carolina 27103
(919) 748-4201

Recruitment. Through the Office of Minority Affairs, an extensive recruitment program is maintained at the community, high school, and undergraduate level. Faculty members and students disseminate information through participation in Career Day and other premedical activities.

Teams of minority faculty and/or students visit college campuses, including the predominantly Black schools, and participate in the recruitment opportunities offered by Summer Premedical and Health Careers Programs.

Minority students assist the Office of Minority Affairs in effectuating a "Helping Hand" program for minority applicants.

Admissions. In the process of the regular screening procedures, minority applications are reviewed by the Office of Minority Affairs. This Office assists both the Associate Dean for Student Admissions and the Committee on Admissions in the evaluation of minority students.

Academic Aid Programs. Retention support available to all students include expanded counseling, tutorial and academic support programs in the basic sciences and clinical areas, modified-program scheduling, and learning-technique programs.

Summer Programs. Accepted students are offered an academic reinforcement program prior to matriculation. This program involves strengthening chemical and anatomic relationships, and learning skills.

Student Financial Assistance. Bowman Gray School of Medicine attempts to assure that every student's needs for financial aid are met. Direct aid, loans, or a combination of the two provide assistance for students exhibiting need.

Tuition scholarships are awarded to minority students on the basis of financial need and academic standing. Qualifying North Carolina students are entered in competition for North Carolina Board of Governors Scholarships. These full tuition and stipend awards are granted on the basis of need, probability of practicing in North Carolina, and potential as a physician.

Application fees are waived for students validating financial hardship with information such as a letter of support from the undergraduate financial aid officer.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	267	130/137	—	3	0/3	—	9	7/2	—	67	33/34	—
Accepted	23	13/10	—	0	0/0	0	2	1/1	—	11	6/5	—
Matriculated	10	5/5	—	0	0/0	0	0	0/0	0	5	3/2	—
Enrolled												
First-Year	15	6/9	—	1	0/1	—	0	0/0	0	5	3/2	—
All Years	49	29/20	—	1	0/1	—	1	0/1	—	13	8/5	—
1984–85												
Applied	280	138/142	—	5	3/2	—	10	6/4	—	57	35/22	—
Accepted	30	17/13	—	2	1/1	—	1	0/1	—	11	8/3	—
Matriculated	17	8/9	—	2	1/1	—	0	0/0	0	3	3/0	—
Enrolled												
First-Year	19	9/10	—	2	1/1	—	0	0/0	0	3	3/0	—
All Years	54	29/25	—	3	2/1	—	0	0/0	0	12	8/4	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	8	8	15
American Indian	0	0	1
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	2	3	3

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	135	61/74	—	2	0/2	—	2	1/1	—	41	24/17	—
Accepted	14	7/7	—	0	0/0	0	0	0/0	0	6	3/3	—
Matriculated	3	1/2	—	0	0/0	0	0	0/0	0	2	1/1	—
Enrolled												
First-Year	7	4/3	—	0	0/0	0	0	0/0	0	3	1/2	—
All Years	21	13/8	—	0	0/0	0	0	0/0	0	8	5/3	—
1984-85												
Applied	135	66/69	—	5	3/2	—	1	1/0	—	31	17/14	—
Accepted	20	10/10	—	0	0/0	0	1	1/0	—	31	17/14	—
Matriculated	5	3/2	—	0	0/0	0	1	1/0	—	1	0/1	—
Enrolled												
First-Year	8	5/3	—	0	0/0	0	1	1/0	—	1	0/1	—
All Years	21	14/7	—	0	0/0	0	1	1/0	—	8	4/4	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	6	3	4
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	1	2	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	309	137/172	—	4	1/3	—	7	4/3	—	96	60/36	—
Accepted	28	16/12	—	0	0/0	0	0	0/0	0	6	4/2	100
Matriculated	6	3/3	—	0	0/0	0	0	0/0	0	1	0/1	100
Enrolled												
First-Year	9	4/5	89	0	0/0	0	0	0/0	0	1	0/1	100
All Years	22	8/14	95	1	0/1	100	0	0/0	0	2	1/1	100
1984-85												
Applied	333	165/168	—	5	4/1	—	10	6/4	—	92	58/34	—
Accepted	33	16/17	100	0	0/0	0	1	0/1	—	3	2/1	—
Matriculated	8	4/4	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	14	7/7	93	0	0/0	0	0	0/0	0	0	0/0	0
All Years	22	10/12	95	0	0/0	0	0	0/0	0	1	1/0	100

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	6	4	2
American Indian	1	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	1

Duke University School of Medicine

Address inquiries to
Dr. Suydam Osterhout
Associate Dean, Admissions
Duke University Medical Center
Box 3710
Durham, North Carolina 27710
(919) 684-2985

Recruitment. Efforts to increase the enrollment of minority students include minority faculty and minority student representation on the Medical School Admissions Committee. Minority faculty and minority students visit summer enrichment programs and undergraduate colleges where the majority of the student body is composed of minority students. When interviews are conducted on campus for qualified students, minority faculty are utilized wherever possible and minority students provide a tour of the medical campus. The Medical Minority Applicant Registry is utilized in sending out application forms. A brochure for minority applicants has been prepared. Finally, a roster of minority medical alumni has been established to assist in more distant recruiting.

Admissions. The process of screening and selecting minority applicants is the same as with other students. Wherever possible, minority faculty and minority students are incorporated in the screening process.

Academic Aid Programs. Faculty advisors are available on a personal and on a professional basis. Tutors are available for students whether or not they are of a minority group. Attrition rate is less than 1%.

Summer Programs. No summer enrichment programs are available.

Student Financial Assistance. Funding opportunities are the same as for other students.

East Carolina University School of Medicine

Address inquiries to
Dr. Zubie W. Metcalf, Jr.
Director of the Center for Student Opportunities
School of Medicine
East Carolina University
Greenville, North Carolina 27834
(919) 757-2500

Recruitment. The Center for Student Opportunities (CSO) at the East Carolina University School of Medicine offers extensive recruitment services to increase the number of underrepresented minorities in medicine. A recruiter coordinates the activities that include identifying minorities who have high potential for success in medicine, providing information about opportunities to study medicine at East Carolina University, inviting interested individuals and groups to visit the medical school, visiting the traditionally black colleges and universities in North Carolina and Virginia and encouraging aspiring minority medical students to complete the application materials for admission to medical school.

The Annual Medical Careers Opportunity Program is a special 2-day on-campus activity held during the Spring Semester. The event introduces the East Carolina University School of Medicine to minority students from other institutions. For additional information, contact the Center for Student Opportunities, School of Medicine, East Carolina University, Greenville, North Carolina 27834.

Admissions. The Admissions Committee at the School of Medicine includes members who represent a variety of backgrounds and medical school responsibilities. The group gives serious consideration to applications from individuals who are members of minority groups and/or have disadvantaged backgrounds. The Admissions Committee seeks to admit a class that is educationally competent and represents various backgrounds.

As a state-supported medical school, the East Carolina University School of Medicine has an obligation to educate students who have an interest in serving the medical needs of North Carolina. Therefore, first preference is given to qualified residents of North Carolina. This preference does not exclude the acceptance of applications from minorities outside the state.

The application procedure includes submitting a completed application to the American Medical College Application Service (AMCAS). The Application Request Form may be obtained from premedical advisors at most colleges and university campuses, the Admissions Office at the East Carolina University School of Medicine, or the American Medical College Application Service, Suite 301, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036.

The East Carolina University School of Medicine may request the applicant to submit a supplementary application. Application materials must include three letters of recommendation or one pre-professional committee evaluation, recent photograph, application fee of $15, and a handwritten narrative about the applicant's reason for desiring medical study, areas of interest and reaction to contemporary life.

Applicants are required to take the Medical College Admission Test (MCAT). It should be taken in the Spring and no later than the Fall Semester of the year prior to the desired matriculation date in medical school. Prior to matriculation, the applicant must have the equivalent of at least three years of acceptable study at an accredited college or university. Regardless of major field of study, the applicant will not be admitted without completing one year of general biology or zoology (including laboratory), general chemistry (including laboratory), organic chemistry (including laboratory), physics (including laboratory) and English. An additional year of English is strongly recommended but not required. Other recommended courses include the humanities and social sciences.

Academic Aid Programs. Academic support services are available at the Center for Student Opportunities. Services include counseling, tutoring, reading skills assistance and learning skills instruction. Counseling is available in response to individual needs of the student. Areas of counseling include personal, social, vocational, financial and academic concerns. Assistance in the study of courses is provided by tutors who are matched with tutees according to academic and attitudinal factors. Reading and learning assistance strengthens reading speed and comprehension, study techniques, notetaking techniques and test-taking skills.

The Center for Student Opportunities has a director, an associate director and counselor, a coordinator of tutorial services and reading and learning skills specialist, a recruiter/developer, two secretaries, a part-time clerical assistant and approximately 25 tutors. During the summer, at least five School of Medicine faculty members teach in the CSO Summer Program. Their services complement the summer program work of the CSO staff and professionals from other institutions.

Summer Program. The CSO Summer Program at the East Carolina University School of Medicine has an impressive record in preparing students for admission to medical and related health professions schools. Small classes and the commitment of the CSO staff and medical school faculty are key factors in the successful achievements of the participants. The program offers the individual a high level of attention that is difficult to provide in larger classes.

The summer program introduces participants to the quality and quantity of work that medical and related health professions schools expect from students. The program helps participants overcome obstacles caused by educationally disadvantaged experiences or culturally deprived backgrounds, and it improves the students' learning and behavioral skills for success in medical and related health professions schools.

The content of the eight-week, tuition-free summer program concentrates on problem-solving experiences that help the student identify, analyze and synthesize concepts relevant to understanding complex subject matter. Instructional units are organized into modules that cover aspects of the basic and clinical sciences, the reading and learning skills and the behavioral skills. Additionally, special seminars and other activities such as review sessions to prepare students for the MCAT are part of the program.

Minicourses in the basic sciences are available to students who receive admission to the first-year medical class prior to the beginning of the summer program.

The School of Medicine faculty provides instruction in the sciences. CSO staff provides assistance for improving reading, learning and behavioral skills.

Eligible participants for the summer program are students from the sophomore through the graduate level of college. Contact the Center for Student Opportunities for additional information.

Student Financial Assistance. Financially disadvantaged students should submit an application for financial assistance immediately after receiving an offer of acceptance from the School of Medicine. The application fee is waived for financially disadvantaged students upon proper documentation of need.

Financial needs of economically disadvantaged students may be met through loans and scholarships. The available loans include the Health Professions Student Loan Program, the North Carolina Department of Human Resources Educational Loans for Medical and Related Studies and the North Carolina Insured Student Loan Program administered by College Foundation, Incorporated. Scholarships include the Scholarship for First-Year Students of Exceptional Financial Need, the National Health Service Corps Scholarship (subject to current restrictions), the North Carolina Academy of Family Physicians Memorial Scholarship, the North Carolina Academy of Family Physicians Medical Student Scholarship Award, the Armed Forces Health Professions Scholarship, the Roberta Olsen Slivon Scholarship, the McLean Fund Scholarship, the Elma Harper and John Mark Pollock Scholarship, and the National Medical Fellowships Incorporated Scholarship. For additional information about financial aid, contact: Ms. Holly C. Harris, Assistant Director for Student Aid office, School of Medicine, East Carolina University, Greenville, North Carolina 27834.

The University of North Carolina School of Medicine

Address inquiries to
Dr. Marion Phillips
Associate Dean
The University of North Carolina
School of Medicine
130 MacNider Building
Chapel Hill, North Carolina 27514
(919) 962-8331

Recruitment. The School of Medicine participates in the annual Health Careers Fair for high school students sponsored by the University of North Carolina Allied Health Schools. The recruitment of minority students is directed primarily at undergraduate institutions with large numbers of economically disadvantaged North Carolina residents. The Associate Dean, accompanied by volunteer medical students and Admissions Committee members, regularly visit these institutions to conduct group and individual advisory sessions with students enrolled in science and premedical programs. Prospective students are encouraged to visit our campus and explore their interests with members of the Dean's staff, faculty and members of the Student National Medical Association.

Workshops for premedical advisors from small colleges throughout the region are held on campus periodically. Admissions Committee members regularly participate in events sponsored by premedical student organizations.

Admissions. The University of North Carolina at Chapel Hill is committed to the principle of equal opportunity. It is the policy of this University not to discriminate on the basis of race, sex, color, national origin, religion or handicap with regard to its students, employees, or applicants for admission or employment. Admission preference is given to North Carolina residents.

It is the duty of the Admissions Committee acting for the Dean and the faculty to select the students who in their judgment will best provide excellence and beneficial diversity in the student body. In making its selections the Committee considers evidence of each candidate's motivation, maturity, industry and integrity as well as the scholastic record. To provide a diverse student body the Committee considers a variety of individual qualifications including nonacademic accomplishments and special talents; work and service experience; research experience; resourcefulness and a history of overcoming a disadvantaged background; demonstrated compassion and concern for the welfare of others; the ability to establish rapport and communicate with others; racial, ethnic, and economic background. No single factor is given overriding emphasis.

Members of the Admissions Committee are appointed from the basic science faculty, the clinical faculty, and physicians in private practice. Minority and female representation on the Committee is maintained. There is medical student representation on the Committee and in the admissions process.

Academic Aid Programs. The Assistant Dean for Academic Affairs is Director of the Academic Assistance Program. This program provides tutorial assistance to students who have significant academic problems. Tutors are advanced graduate students and medical students who are certified by the course directors. Tutors are paid by the Office of Academic Affairs. The Assistant Dean monitors all students' academic progress, counsels them and directs them to resources within the Medical School and University for academic assistance.

The Assistant Dean directs the Summer Review Program. This program is designed for students who have failed a limited number of courses in the first or second year of medical school. Faculty are available during the summer to assist the student in reviewing the courses that were failed; the student is retested in the course at the end of the summer. Students are promoted after successful completion of the program.

The Office of Academic Affairs directs the student advisor system. Students are assigned to Faculty Advisors upon matriculation (ratio of 1 per 4 students). Faculty Advisors serve as student advocates and assist students with their academic and nonacademic adjustment to medical school. The Assistant Dean for Academic Affairs reports to class advisors on the academic progress of their assigned students.

A Learning Skills and Assessment Laboratory under the direction of a Black educational psychologist is available to any student seeking to improve study and other academic skills. During the academic year interested students can arrange special tutorial assistance with faculty. To permit timely progression through the curriculum, students having academic difficulty are provided special summer review and study sessions.

Summer Program. In operation since 1971, with a cumulative total of nearly 900 participants as of 1985, the nine week Medical Education Development (MED) Program is committed to expanding opportunities for students from non-traditional backgrounds. It provides a chance to enhance academic credentials while preparing for admission and to increase personal and academic skills for coping with professional training.

Each summer, the program enrolls 60–65 students who show educational and professional promise and a strong commitment to a health career, but who have had limited opportunities in the past that may place them at a disadvantage in competing for admission and in adjusting to medical or dental school. Priority is given to North Carolina residents, typically leaving 12–15 spaces for out-of-state applicants. Generally, 15–22% of participants are new matriculants to the UNC Schools of Medicine and Dentistry. The remainder are rising college seniors or postgraduates preparing to apply to medical or dental school the following fall. A minimum GPA of 2.5 is suggested for realistic consideration, and it is highly desirable although not required for applicants to take the MCAT or DAT in the spring session unless already available for counseling purposes. Financial aid is available on the basis of demonstrated need, with a copy of the Financial Aid Form of the College Scholarship Service required.

The program simulates the experience of beginning medical or dental studies, including 200 hours of basic medical sciences. Courses in gross anatomy, histology, microbiology/immunology, physiology, and clinical biochemistry taught by regular medical faculty introduce students to the intense pace and volume of a medical or dental curriculum and are integrated with individualized work on learning, study, reading and test-taking skills requisite to success in professional education. Other activities include seminars on clinical or health care issues, preprofessional workshops and counseling, exposure to health facilities, and regular contact with enrolled professional students, faculty and other members of the professional community.

Support for the program comes from school and state resources and the federal Health Careers Opportunity Grant Program. For information contact Evelyn B. McCarthy, Director, MED Program, 322 MacNider Building 202H, UNC School of Medicine, Chapel Hill, N.C. 27514. Telephone (919) 966-3641. Application deadline: March 1.

Student Financial Assistance. The Medical School Student Aid Committee with the approval of the Dean is responsible for recommending the recipients of school scholarships and loans.

The University of North Carolina at Chapel Hill School of Medicine has long upheld a tradition of helping individuals of modest financial means to reach their full potential. In accord with this tradition, financial assistance is available in a variety of forms to supplement funds provided by family, savings, summer work and other sources. The Medical School has a well established scholarship program to supplement state and federal loans. Also, the admissions office may waive the supplementary application fee for disadvantaged students.

To provide increased medical education opportunities for minorities and disadvantaged students, the Medical School participants in the Minority Presence Program and the North Carolina Board of Governors' Medical Scholarship Program. Minority Presence is need based for residents of North Carolina and is primarily used as an incentive for recruitment purposes. The Board of Governors was established in the Spring of 1974 by the North Carolina General Assembly. It is a four year scholarship that provides full tuition, fees and an annual stipend for selected students.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	228	129/99	—	22	10/12	—	29	21/8	—	5	2/3	—
Accepted	16	8/8	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	6	3/3	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	7	4/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	24	15/9	—	3	1/2	—	2	2/0	—	0	0/0	0
1984–85												
Applied	199	105/94	—	18	11/7	—	12	8/4	—	16	10/6	—
Accepted	9	6/3	—	0	0/0	0	1	1/0	—	0	0/0	0
Matriculated	3	3/0	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	5	4/1	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	18	15/3	—	2	1/1	—	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	7	6	2
American Indian	1	0	2
Mexican American/Chicano	1	1	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	353	204/149	—	3	2/1	—	14	8/6	—	14	8/6	—
Accepted	31	18/13	0	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	6	3/3	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	9	4/5	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	33	12/21	—	1	1/0	—	0	0/0	0	0	0/0	0
1984-85												
Applied	253	131/122	—	14	11/3	—	14	8/6	—	18	10/8	—
Accepted	21	15/6	—	1	1/0	—	0	0/0	0	0	0/0	0
Matriculated	5	3/2	—	1	1/0	—	0	0/0	0	0	0/0	0
Enrolled												
First-Year	8	6/2	—	1	1/0	—	0	0/0	0	0	0/0	0
All Years	26	10/16	—	1	1/0	—	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	13	5	6
American Indian	1	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	114	63/51	—	11	5/6	—	3	2/1	—	3	2/1	—
Accepted	13	8/5	100	3	0/3	100	0	0/0	0	0	0/0	0
Matriculated	7	4/3	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	8	4/4	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	24	14/10	100	4	3/1	100	0	0/0	0	0	0/0	0
1984-85												
Applied	136	67/69	—	5	2/3	—	1	1/0	—	4	3/1	—
Accepted	15	8/7	100	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	9	5/4	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	10	6/4	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	28	16/12	100	1	1/0	100	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	5	1	9
American Indian	3	1	1
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

University of North Dakota School of Medicine

Address inquiries to
Director, Indians into Medicine Program
Box 173, University Station
University of North Dakota
School of Medicine
Grand Forks, North Dakota 58202
(701) 777-3037

Recruitment. The Indians Into Medicine Program (INMED) primarily recruits American Indian students from a five-state area including North and South Dakota, Montana, Nebraska, and Wyoming. However, applications are accepted nationally. The identification and recruitment processes are conducted by the professional staff of the INMED Program assisted by tribal leaders from the twenty-two reservations located in the five-state area.

The recruitment processes include: visiting high schools, community colleges, and regional, and national conferences of Indian education and health organizations; conducting and attending health career workshops for Indian high school and college students; verbal and written communications with identified students; and exploring student referrals from tribal organizations, community colleges, universities, and various health professionals.

Admissions. The INMED medical school applicants must meet the same admissions criteria as of all candidates considered for medical school. The INMED admissions processes include staff/student evaluations and interviews to determine the INMED candidates' commitments to serve Indian people in this five-state area. Candidates who meet the requirements of selection by the INMED Program are then granted an interview with the Admissions Committee of the North Dakota School of Medicine.

The required materials utilized by the Admissions Committee to help determine student selection include: autobiographical information elaborating on the ability to solve problems, to grasp issues and ethical problems in medicine, to interact with other people and an assessment of the candidate's strengths, weaknesses, and motivation. Letters of recommendation, MCAT scores, academic accomplishments and the personal interview are also considered in the selection process.

The Admissions Committee is appointed by the Dean of the Medical School and is composed of twelve members. They include three faculty members representing the clinical science departments, three faculty members representing the basic science departments, three members representing appropriate professional areas outside of the medical school, two medical school students, and the Dean of Student Affairs.

In the past, INMED students earned two-year B.S. in medicine degrees at the University of North Dakota School of Medicine and then transferred to other institutions to complete medical training. The School now offers to entrants a full four years of medical training in state. However, students may still have to transfer depending on current funding for clinical cost of training.

Academic Aid Programs. All medical students at the University of North Dakota are offered retention services such as study skills courses provided by the University's Learning Resource Center and faculty advisement provided by the Medical School faculty members.

In addition to these services, INMED medical students are provided services which include: the Family Support Plan (personal, social, cultural, and financial services); the Academic Enrichment Program (tutoring, educational resources, counseling, and test-taking skill preparation), and the Learning Resource Center (study areas and academically relevant materials for student use).

Summer Programs. A five-week medical school preparation program is offered to special graduate students preparing to enter medical school. Individualized curricula will be developed for each student to improve deficient academic areas and to strengthen medical science backgrounds. Courses may include biochemistry, histology, genetics, microbiology, immunology, and study and test-taking skills. College credit is not offered for the Med. Prep. program.

The INMED Program offers a five-week summer enrichment program for secondary level students and graduates. The program helps them to prepare for college level courses in the health field. Students receive individualized instruction in math, physics, biology, anatomy, physiology, ethnobotany, chemistry, and reading and study skills.

INMED also offers an eight-week program for college students at all educational levels. Students may participate as part of their regular premedical school program, or just to strengthen their academic background by taking extracurricular courses in some areas.

Student Financial Assistance. The North Dakota School of medicine reimburses the application fee for the INMED Indian students.

The INMED Program, through Indian Health Service scholarships, provides financial support in the form of tuition and fees, travel, book allowance and a monthly stipend. In addition, funding is available for students who enroll in special academic preparatory courses during the summer sessions.

Case Western Reserve University School of Medicine

Address inquiries to
Dr. Albert C. Kirby
Associate Dean for Admissions and Student Affairs
Case Western Reserve University
School of Medicine
2119 Abington Road, Room T-412
Cleveland, Ohio 44106
(216) 368-3450

Recruitment. Case Western Reserve University minority medical students recruitment program is under the direction of the Office of Minority Student Affairs. All colleges in Ohio and all high schools in the inner city of Cleveland are visited at least once a year. At the recruitment programs in the various schools, two points are emphasized: first, that there is an increased opportunity for minorities to enter the field of medicine, and secondly, hard work and the attainment of a good grade point average are requirements for admission. In addition, the movie *Code Blue* is shown; other audiovisual materials are presented, and questions are entertained.

Admissions. The same Admissions Committee reviews applications from all students. Two minority faculty serve on the Committee. All applications received from minority applicants are reviewed by the minority (Black) Associate Dean of Student Affairs.

Academic Aid Programs. Minority students benefit from a school-wide tutorial program. Tutors are available to all students at any time the student or faculty feels one is needed. This service is provided at no cost to the recipient. In addition, CWRU offers a self-help tutorial program. In this program, minority students who have been successful academically tutor those students who are experiencing academic difficulty.

Summer Programs. All incoming students are invited to participate in a summer program for six weeks. The program has two objectives. The first is to review and to emphasize certain facts and concepts in the disciplines of biochemistry and cell biology pertaining to the curriculum. The second objective is to ensure that students are adequately informed about the requirements and expectations of the academic environment at CWRU. In addition, the students have ample opportunity to familiarize themselves with the surrounding community.

The summer program offers five courses which are taught by the medical school faculty: biochemistry, cell biology, pharmacology, physiology and anatomy. Special sessions are also offered on test-taking skills, strategies, medical terminology and statistics. In addition, students work with a physician in the community.

To date, the Summer Program has been very successful. Practically all the students who have attended the summer sessions have found it useful and have expressed satisfaction at the psychological and academic boost that they derived from participation. Further information on this program can be obtained from Dr. John Bettice, (216) 368-3356.

Student Financial Assistance. We may waive the application fee. A special emergency loan fund is offered through a local organization of health providers. No minority student is denied admission because of financial incapability. Over 85% of our minority students are in need of financial assistance. Minority applicants are eligible for a half-tuition scholarship in addition to regular financial aid.

University of Cincinnati
College of Medicine

Address inquiries to
Mrs. Clarice Fooks
Assistant Dean for Admissions
University of Cincinnati
College of Medicine
231 Bethesda Avenue
Cincinnati, Ohio 45267
(513) 872-7314

Recruitment. The University of Cincinnati College of Medicine actively recruits students from minority and/or disadvantaged backgrounds on a national, state, and local level. Each year the Assistant Dean for Admissions visits colleges, universities, minority premedical organizations, preprofessional advisors, and summer academic and enrichment programs. The Med-MAR list, published after each MCAT by the Association of American Medical Colleges, is also reviewed and college information is sent to many students selected from this list.

The college has developed programs which are motivational and will provide enrichment experiences. The first is a summer college enrichment program with special emphasis on preparation for the MCAT. Currently the program is available to students attending colleges in the Cincinnati area. The major focus is on test taking strategies and a review of writing and learning skills which will assist them with the test as well as in their academic performance during the year. The second program is a summer research experience for students participating in the Minority Access to Research Careers (MARC) Program. MARC is a national program and all students participating at the undergraduate level are eligible to apply. The Career Day Workshop is sponsored by the College and the Student National Medical Association (SNMA) for premedical students in Ohio and the surrounding states. This program includes information about admissions, medical education, academic and personal support services and career planning.

We encourage all students interested in additional information about the University of Cincinnati to please write to the College.

Admissions. The Committee of Admissions is composed of faculty, staff and students who meet weekly from August to May to select the entering class. Members of the basic sciences and clinical faculty are represented as well as minority faculty and students. All members participate in the initial review, the interview, and the final selection process. Students do not conduct individual interviews but do participate in the final selection.

In choosing the entering class, the committee will seek to admit a diverse group of students. Representation of students from minority and/or disadvantaged background, students with a wide range of academic majors and degrees, a diversity of age backgrounds and special talents all contribute to an interesting and dynamic class.

Initial Review. Significant factors which will affect the student's invitation to interview are: 1) Academic achievement evaluated by: grades; MCAT scores; upward trend in GPA; performance in science versus non-science courses; research and/or independent study; academic recognition and honors; and other factors which impact on scholastic performance e.g. employment during the school year. 2) An interest in people as demonstrated through a variety of extracurricular or employment activities such as church and community involvement, sorority or fraternity contributions, summer jobs and other college or social interactions which support people involvement. The committee will look for evidence of responsibility, leadership abilities, maturity and interpersonal skills. 3) Letters of evaluation which should portray the academic capabilities as well as more personal information such as integrity, ability to handle stress, self-confidence and resourcefulness. 4) A realistic understanding of medicine as a career choice evaluated through involvement in health care experiences.

Although the University of Cincinnati is a state supported school, the College will matriculate an entering class of 20% non-Ohio residents. The College has actively recruited and encouraged application from students with diverse backgrounds, e.g. minority and/or disadvantaged students who are not Ohio residents to consider our program.

Interview/Final Selection. Once the applicant has been invited for an interview they will meet with 1 member of the Admissions Committee. Final selection is based on the full committee decision and vote. Letters of

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	184	101/83	35	13	8/5	62	6	5/1	—	9	5/4	—
Accepted	25	15/10	79	4	1/3	100	0	0/0	0	0	0/0	0
Matriculated	14	9/5	—	4	1/3	100	0	0/0	0	0	0/0	0
Enrolled												
First-Year	15	10/5	—	4	1/3	100	0	0/0	0	0	0/0	0
All Years	76	47/29	95	10	7/3	100	1	0/1	—	1	0/1	—
1984-85												
Applied	223	101/122	34	15	9/6	33	9	5/4	—	9	7/2	—
Accepted	31	10/21	84	1	1/0	100	0	0/0	0	0	0/0	0
Matriculated	24	8/16	88	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	25	9/16	88	0	0/0	0	0	0/0	0	0	0/0	0
All Years	82	44/38	95	7	4/3	100	1	0/1	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86
Black American	14	24	19
American Indian	3	1	2
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	1	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	0	0/0	0	16	11/5	13	0	0/0	0	0	0/0	0
Accepted	0	0/0	0	7	5/2	29	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	5	3/2	40	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	7	5/2	56	0	0/0	0	0	0/0	0
All Years	0	0/0	0	12	10/2	58	0	0/0	0	0	0/0	0
1984–85												
Applied	0	0/0	0	14	10/4	8	0	0/0	0	0	0/0	0
Accepted	0	0/0	0	8	5/3	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	5	4/1	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	6	5/1	17	0	0/0	0	0	0/0	0
All Years	0	0/0	0	14	11/3	35	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	0	0	0
American Indian	1	2	0*
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

*Indian students admitted as freshmen in 1982–83 transferred to other medical schools after completing two-year B.S. in Medicine degrees at the University of North Dakota School of Medicine. Three of those students will graduate in 1986.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	295	149/146	—	13	7/6	—	58	42/16	—	12	8/4	—
Accepted	17	10/7	—	0	0/0	0	4	2/2	—	1	0/1	—
Matriculated	9	4/5	—	0	0/0	0	0	0/0	0	1	0/1	—
Enrolled												
First-Year	10	5/5	—	0	0/0	0	0	0/0	0	1	0/1	—
All Years	38	20/18	—	4	2/2	—	6	4/2	—	5	2/3	—
1984–85												
Applied	285	121/164	—	14	8/6	—	56	44/12	—	19	16/3	—
Accepted	19	7/12	—	0	0/0	0	4	3/1	—	2	1/1	—
Matriculated	4	0/4	—	0	0/0	0	2	2/0	—	2	1/1	—
Enrolled												
First-Year	7	1/6	—	0	0/0	0	2	2/0	—	2	1/1	—
All Years	32	15/17	—	3	2/1	—	6	5/1	—	7	3/4	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	9	10	9
American Indian	1	3	0
Mexican American/Chicano	0	2	2
Mainland Puerto Rican	0	3	1

acceptance will be sent on or about the 15th of each month from October to May.

Non-Acceptance Counseling. Counseling for students who are not accepted is available and encouraged. Personal and telephone interviews can be arranged to assist students who are interested in reapplications.

Academic Aid Programs. The College is committed to the admission and graduation of students and has developed an extensive support program under the direction of the Assistant Dean for Learning Resources. An excellent staff of professional persons is available to work closely with students. There is free individual or group tutorial assistance available for all required courses. Academic skills are further enhanced by workshops, seminars, and individual counseling on test-taking strategies, comprehensive reading assessment, time management, note-taking, organization of information for long-term recall and National Board preparation.

The entire staff of the Dean's office maintains an open door policy to assist students with personal and academic concerns.

An individual advancement program offers an alternative curriculum mode. It provides the opportunity for students to complete the first two years of basic sciences in three years by taking a reduced academic loan. The decision for this option is made by the Associate Dean for Student Affairs in consultation with the Promotions Board and the Assistant Dean for Academic Resources.

Summer Programs. The College offers a Summer Prematriculation Program for all accepted students. New matriculants are strongly encouraged to take advantage of this eight-week program to maximize the opportunity for success during the regular school year. Statistics have shown that those students participating in this summer experience have been successful during the first year of medical school.

Student Financial Assistance. The application fee for disadvantaged students is waived upon request and documentation of need. Financial assistance in the way of travel expenses for the interview is not available due to the limitation of funds; however, the Office of Admissions will make arrangements for living accommodations for any student invited to interview. The applicant should request this assistance when confirming the interview.

Additional financial assistance, once a student has matriculated, is the responsibility of the Office of Student Affairs, working closely with the Financial Aid Committee. The College requires students to complete and submit the GAPSFAS form as the uniform needs analysis along with the University of Cincinnati Financial Aid Request form.

Every effort will be made to assist students in meeting their need. For the past two years, a Creative Finance Committee composed of faculty and students, has generated dollars for a low interest student loan fund to supplement existing college dollars. A merit scholarship has recently been established and will be offered to those students who present outstanding qualities in academic and/or personal achievement. Students recommended for this scholarship are nominated by the Committee on Admissions.

Medical College of Ohio at Toledo

Address inquiries to
Dr. Barry L. Richardson
Assistant Dean for Minority Affairs
Medical College of Ohio at Toledo
C.S. No. 10008
Toledo, Ohio 43699
(419) 381-3438

Recruitment. The staff of the Office of Minority Affairs visits high schools and community organizations in the region, and colleges in the state. Invitations are also extended to high school and college students to make orientation visits to the medical school individually or in groups. In addition, "Careers Day" activities are held periodically for area high school students and college students throughout the state of Ohio. Furthermore, the Assistant Dean of Minority Affairs makes a limited number of recruiting trips on a national basis. The recruitment program is administered by the Assistant Dean of Minority Affairs with participatory support from medical students and faculty, both minority and majority. The Student National Medical Association (SNMA) is also deeply involved in this effort.

Admissions. Minority or educationally disadvantaged applicants are evaluated by the entire admissions committee which considers relevant cognitive and non-cognitive factors. The academic background is examined along with non-academic responsibilities, stated interest in medicine, manifestation of that interest, and potential contribution to the field. The Medical College of Ohio is committed to the goal of student body diversity. Minority faculty are represented on the Admissions Committee and its related activities.

Academic Aid Programs. Faculty provide academic support. A tutorial program utilizing medical students of demonstrated competence is also available. A Study Management Center has been established to assist students.

Summer Programs. A five week Prematriculation Program for new matriculants to our school is administered each year from approximately July 20 through August 20. Faculty from the Departments of Anatomy, Biochemistry and Physiology present appropriate first year academic material providing the core of the program. Study skills sessions are integrated into the program. In addition the Office of Minority Affairs administers a federally sponsored summer research program for minority high school students.

Student Financial Assistance. The application fee is waived if requested and documented through AMCAS or the undergraduate institution. The institution has recently established The Medical College of Ohio Scholarship Program. The value of these scholarships is in the range of $2000–5000 for the academic year. Individuals from diversified backgrounds who demonstrate the potential for academic excellence will be considered.

Northeastern Ohio Universities College of Medicine

Address inquiries to
Charles G. Mickens
Director of Minority Affairs
Northeastern Ohio Universities
College of Medicine
St. Rt. 44
Rootstown, Ohio 44272
(216) 325-2511

Recruitment. Since the College of Medicine operates primarily a six-year combined B.S./M.D. program, a large part of the College's minority recruitment efforts take place in junior and senior high schools. This recruitment is primarily done through high school and campus visitation programs as well as utilizing search lists. It is handled as a cooperative effort between the admissions office of our consortium universities and the College of Medicine's Office of Minority Affairs. The College of Medicine provides an opportunity for area junior and senior high school students to enroll in its Project 9 × 9 or Project MARS (Minority And Rural Students) program. These are complimentary seminar programs 10 weeks in duration in which students are introduced to medicine and other health-care professions. Individuals participating in the projects include area health professionals, basic science faculty, career counselors and medical students.

Approximately 10-15 students are admitted to Phase II (the last four years of the program) each year. Minority students are recruited through the College's Office of Admissions and the Office of Minority Affairs. Their efforts are assisted by a group of area physicians, who serve on the admissions committee, and the Student National Medical Association, who utilize their contacts in acknowledging prospective applicants. Through such contacts premedical students are recruited. The College of Medicine also uses lists to search out interested minority students, provides campus orientation programs, and visits area colleges.

Admissions. The College of Medicine's Admissions Committee is interested in increasing the representation of minority and rural students in medical education and practice. It is sensitive to the problems of admission of minority students to schools of medicine, particularly with regard to cognitive achievement on measurements such as the MCAT. As a result our Admissions Committee has minority representation on it. In addition, a full time Director for Minority Affairs is a member of the Admissions Committee.

Credentials of all applicants who identify themselves as minority are reviewed prior to submission of a supplemental application. Each applicant is then sent correspondence which acknowledges their viability as a candidate for admissions. This screening takes place prior to review by the Admissions Committee and thus supplements that review. If an applicant qualifies for the AMCAS fee waiver, the College of Medicine will waive the admissions fee.

Academic Aid Programs. All students entering the M.D. program of the College of Medicine take a series of pretests in basic science disciplines. Based upon the student's performance on these pretests, he or she is offered a number of aid options, including a peer tutor. Each student is assigned a tutor who works closely with the student during the year to improve academic skills and to provide orientation about the basic science year. Faculty tutorials are available as well. Each student upon matriculation is assigned to a faculty/peer group. These groups meet throughout the year on a weekly basis and are designed to assist in orienting students to the campus and help the group to address individuals concerns.

Summer Programs. The College of Medicine currently participates in the Summer Research Apprentice Program for Minority High School Students through the National Institute of Health. This program permits several high school students to spend eight weeks throughout the summer working in faculty members' laboratories. Each of the participants are between their junior and senior year of high school and have been identified as potential applicants for the B.S./M.D. program for the College of Medicine.

Activities in the summer apprentice program include (1) assisting faculty members and graduate students in health related research, (2) completing an individual research project, (3) a series of career counseling and college planning seminars, (4) departmental visitations, and (5) participation in a Big Brother/Big Sister program with medical students.

Student Financial Assistance. In addition to national programs, the College offers students entering Phase II the Carolyn Wood Russell scholarship, a $500 annual award made to a minority student recommended by the College's Fellowships and Awards Committee. The College also offers a special minority student emergency grant fund for purposes such as housing, transportation, etc. The College of Medicine has also participated in the Minority Student Assistance Awards program of the Ohio Academy of Family Physicians which has offered scholarships in varying amounts to first year medical students. In addition, the College of Medicine has set up an individual sponsored low interest loan program for students attending Northeastern Ohio University College of Medicine.

In order to make it possible for financially disadvantaged students to enter the B.S./M.D. program, a special College of Medicine fund called the Bridge Fund for Minority Students has been established. This offers, at each of the three consortium universities, two scholarships each for two years; one for $2,000 per year and one for $1,000 per year.

Other Pertinent Information. *PROJECT BOOST* is a special initiative by Northeastern Ohio Universities College of Medicine designed to identify and prepare graduating high school students from underrepresented minority groups in medicine for entry into the B.S./M.D. program. It annually targets individuals to be placed into a college freshman curriculum which provides additional preparation for entry into the B.S./M.D. program while permitting matriculants to complete coursework toward a baccalaureate degree. The Project provides academic, tutorial, and counseling assistance to enrolled students. Financial assistance is also given to help alleviate burdens which may arise as a result of financial hardship. Inquiries should be addressed to the office of Minority Affairs, Northeastern Ohio Universities College of Medicine.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	231	124/107	20	6	3/3	33	40	27/13	15	7	5/2	14
Accepted	23	10/13	39	0	0/0	0	3	0/3	33	1	1/0	0
Matriculated	10	6/4	60	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	14	9/5	64	0	0/0	0	0	0/0	0	0	0/0	0
All Years	63	30/33	49	0	0/0	0	3	2/1	33	1	1/0	100
1984-85												
Applied	326	156/170	18	16	7/9	31	39	29/10	10	16	10/6	19
Accepted	29	10/19	48	0	0/0	0	2	2/0	50	0	0/0	0
Matriculated	8	1/7	88	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	8	1/7	88	0	0/0	0	0	0/0	0	0	0/0	0
All Years	50	24/26	64	0	0/0	0	3	2/1	33	1	1/0	100

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1984

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	16	14	15
American Indian	0	0	0
Mexican American/Chicano	0	2	1
Mainland Puerto Rican	0	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	81	47/34	41	3	0/3	33	10	6/4	40	7	6/1	29
Accepted	10	6/4	60	0	0/0	0	1	1/0	100	1	0/1	100
Matriculated	5	3/2	40	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	7	4/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	26	15/11	—	1	0/1	—	1	1/0	—	1	1/0	—
1984-85												
Applied	97	60/37	39	8	5/3	50	15	—	20	8	6/2	50
Accepted	10	5/5	50	0	0/0	0	1	1/0	100	1	1/0	100
Matriculated	4	1/3	50	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	6	2/4	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	23	13/10	—	0	0/0	0	1	1/0	—	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	2	4	5
American Indian	1	1	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	0	0

The Ohio State University College of Medicine

Address inquiries to
Leibert W. Morris
Special Assistant for Student Affairs
The Ohio State University
College of Medicine
270-A Meiling Hall
370 West Ninth Avenue - Room 270-A
Columbus, Ohio 43210-1238
(614) 422-7137

Recruitment. Active recruitment of minority students at the community, junior high school, high school, and undergraduate levels is conducted by members of the administration, faculty, students, and alumni. Recruitment is coordinated with the Office of Minority Affairs, and the other health professional schools at The Ohio State University through the College of Medicine Student Affairs Office.

Admissions. All applicants for admission are evaluated by the Admissions Committee of the College of Medicine. Every effort is made to include individuals representative of all segments of society with a variety of backgrounds, medical career goals, and aspirations. Applications from minorities are encouraged, and every effort is made by the Admissions Committee to assist the minority student to become a successful applicant. The Committee is made up of full-time faculty members of the College of Medicine.

Academic Aid Programs. A strong tutorial program is available to all students enrolled in the College of Medicine encountering academic difficulty. Any student not successful with tutorial help while enrolled in the regular curriculum is offered an opportunity to enter an individualized program. In this program, the student is evaluated by a special committee, areas of weakness are identified, and an individualized remedial program designed. This program allows the student to enroll in the appropriate undergraduate and graduate courses to strengthen areas of weakness while maintaining enrollment in the College of Medicine. Specially designed faculty tutorial sessions in the basic sciences are provided students in the individualized program. Upon successful completion of the individualized program, the student returns to the regular curriculum.

Summer Programs. An 11-week pre-entry summer academic enrichment program is offered to students accepted at the College of Medicine before they begin medical school. Course work in anatomy and faculty tutorial sessions in biochemistry, neuroanatomy, histology, and embryology are provided. Computer-assisted instruction in physiology and test taking is available. Instruction in study skills is also offered. Student financial aid is available for tuition, room, and board. Any student who applies and is accepted at the College is invited to participate in the summer pre-entry program.

Student Financial Assistance. The Ohio State University Office of Financial Aid has a staff to counsel medical students and assist them in financial planning. There are university scholarship and grants available to minority students. The National Medical Fellowships Inc. provides assistance to first- and second-year students. All scholarships and grants awarded at The Ohio State University are made on the basis of demonstrated financial need. Financial aid in the form of loans is available, e.g., Guaranteed Student Loan, National Direct Student Loan and the Health Professions Loan. Students are encouraged to begin financial planning for their medical school education early. If financial problems are anticipated, students are urged to contact the Office of Medical Student Affairs.

Wright State University
School of Medicine

Address inquiries to
Allen N. Pope
Coordinator of Special Projects
Wright State University
School of Medicine
P.O. Box 1751
Dayton, Ohio 45401
(513) 873-2934

Recruitment. The School of Medicine offers a number of programs intended to increase the number of minority students entering the medical profession. In order to reach minority students as early as possible, two summer programs are aimed at high school juniors and seniors. "Horizons in Medicine" provides both exposure to the medical sciences and also work experiences in area health care settings, while the "Research Apprentice Program" matches the interest of a promising student with that of a faculty member and provides an opportunity for experience in a research laboratory. At the college level, seminars and workshops are offered throughout the year to minority students in the area on topics concerning the medical profession and on the process of applying to medical school. Minority students enrolled in the School of Medicine participate in the development and presentation of these seminars and workshops.

Admissions. Admission to the School of Medicine is guided by a philosophy dedicated to increasing the number of students from racial, ethnic, and socioeconomic backgrounds underrepresented in medicine. The Admissions Committee considers not only the academic record, but, in addition, biographical and personal comments. An admissions decision is reached only after evaluation of an individual's interpersonal skills, motivation, maturity, dedication to human concerns and interest in medicine. The membership of the Admissions Committee includes not only full-time faculty, but, in addition, practicing physicians, undergraduate instructors and representatives from the local community. There is a significant minority representation on the Committee.

Academic Aid Programs. In order to assist students in meeting the demanding standards for promotion and graduation, a degree of flexibility is permitted in scheduling curricular requirements. Students who need a slower paced curriculum in order to adjust to the rigors of medical school may request a schedule in which the requirements for graduation are completed in five years rather than the usual four years. For the individual who experiences difficulty with a particular subject, an opportunity to remediate usually exists during a two week period immediately following the course. Alternatively, students may enrich their learning by taking special electives during that time.

Students who need to improve their learning ability are supported by a special individualized program designed to help them improve skills such as time management, note-taking, organization and test-taking. Support in mastering subject matter of the freshman year is provided by an extensive peer tutorial system which is available to all students.

Summer Programs. In addition to the "Horizons in Medicine" and "Research Apprentice Program" described above which are available to high school students, an 8-week summer program is available to those college students who have been accepted and will enroll in the next freshman class at the School of Medicine. This prematriculation program emphasizes preparation for the courses in Biochemistry and Gross Anatomy, as well as improvement of learning skills.

Also, the School of Medicine has received an HCOP grant entitled "Preparation of Minorities for Medical Careers," and the purpose of the program is to better prepare minority college students for successful entry and retention in medical school by academic intervention, improvement in learning skills and strengthening of adaptive skills desirable for coping with the rigors and environment of medical education.

Student Financial Assistance. Applicants whose AMCAS fee has been waived may request waiver of the Wright State application fee at the time they submit their supplementary applications. Financial aid is administered by the Office of Student Affairs/

Admissions of the School of Medicine in cooperation with the Office of Financial Aid of the University. Information concerning loans and scholarships available can be obtained from the Office of Student Affairs/Admissions. The local minority professional society awards several scholarships each year specifically to minority students.

The University of Oklahoma College of Medicine

Address inquiries to
Office of Minority Student Services and Recruitment
The University of Oklahoma
College of Medicine
P.O. Box 26901
Oklahoma City, Oklahoma 73190
(405) 271-2416

Recruitment. The University of Oklahoma Health Sciences Center has established the Office of Minority Student Services and Recruitment (MSSR) to handle and coordinate all recruitment activities for minority groups. College visits are regularly made through premed advisors, placement officers, and individual contacts or referrals. MSSR participates in career orientation seminars, job fairs, and other similar activities. Special recruitment films and slides are being developed. Student groups are also invited to visit the Health Sciences Center to expose and motivate individuals to the health careers.

Admissions. The Admissions Committee is designed to include representatives from minority groups. The potential of every candidate is carefully assessed to assure that the entering class will be representative and of the highest quality possible.

Academic Aid Programs. The College of Medicine has a student retention program in which faculty and students provide tutoring for students who experience academic difficulty.

MSSR provides additional tutorial services, guidance and counseling services, and referrals for financial and other needed services.

Summer Programs. A summer program entitled "Career Opportunities in the Health Services" is available for minority high school students (juniors or seniors). A select number of students spend the summer at the Health Sciences Center Campus working in laboratories. At the beginning of the summer each student is assigned to a faculty member conducting research. The student assists in current research in his advisor's laboratory, or performs experiments especially designed for him. In addition, each student receives a small monthly stipend.

OUHSC has a Health Career Opportunity Program for minority and disadvantaged students. College students who have an interest in the health professions will be invited to spend the summer on the HSC campus preparing for application to the professional schools. Housing will be provided and each participant will receive a monthly stipend.

The Health Careers Pathway Program at the University of Oklahoma Health Sciences Center is designed to recruit, admit, retain and graduate students from disadvantaged and racial minority backgrounds who have an interest in an aptitude for health careers. There are three components of the Health Careers Opportunity Program (HCOP), they are: 1. Health Sciences Enrichment Institute, an eight week summer program designed to provide preliminary undergraduate education (non-academic) to participants. The program includes diagnostic skill development in reading and communication, course instruction in mathematics, and the basic sciences and field strips; 2. Pre-Admissions Workshop, designed to enhance the competitiveness of students applying to medical school. The workshop includes a review of the MCAT, communication skills which will involve videotaping of mock interviews and a general orientation to the health professions and health sciences environment; 3. The Deferred Admissions Status Program, allows a select group of students who have been denied admission an opportunity to enhance their chances of being admitted during the next admissions period. The students will be allowed to enroll in basic sciences courses at the Health Sciences Center in the Graduate College in a special student status for a period of one year. Participants will receive counseling and tutorial support.

Student Financial Assistance. The Oklahoma Regent's Scholarship Fee Waiver provides scholarship support to entering minority students in the amount of their base in-state tuition rate up to eighteen hours per semester or, in the case of medical and dental students, the block in-state tuition rate. The scholarships are awarded competitively on the basis of scholastic ability and financial need. Students may apply after their acceptance to the University.

The Oklahoma Rural Medical Education Loan and Scholarship Fund provides financial assistance to residents of Oklahoma who are engaged in the study of medicine and who have as their professional goal the practice of medicine in one of the smaller communities in the state. The Ungerman Trust provides monies for Black and American Indian students in medical school. The Professional Study Grant through the Oklahoma State Regents for Higher Education awards monies to students for their first 2 years of study. In addition, there are federal monies available as loans.

The College of Medicine does not as a practice provide financial help to any students for expenses associated with interviews.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	58	32/26	64	7	3/4	57	6	2/4	50	1	0/1	100
Accepted	2	2/0	100	1	0/1	100	0	0/0	0	0	0/0	0
Matriculated	2	2/0	100	1	0/1	100	0	0/0	0	0	0/0	0
Enrolled												
First-Year	3	3/0	100	1	0/1	100	0	0/0	0	0	0/0	0
All Years	4	4/0	100	1	0/1	100	0	0/0	0	0	0/0	0
1984-85												
Applied	30	22/8	66	7	5/2	71	5	4/1	40	5	3/2	60
Accepted	3	3/0	66	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	3	3/0	66	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	4	4/0	75	0	0/0	0	0	0/0	0	0	0/0	0
All Years	6	6/0	83	1	0/1	100	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	0	1	0
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	122	63/59	39	6	3/3	33	19	13/6	31	4	2/2	50
Accepted	12	8/4	58	0	0/0	0	4	3/1	100	1	0/1	100
Matriculated	7	4/3	71	0	0/0	0	2	1/1	100	0	0/0	0
Enrolled												
First-Year	12	6/6	100	0	0/0	0	2	1/1	96	0	0/0	0
All Years	40	24/16	100	0	0/0	0	2	1/1	96	0	0/0	0
1984–85												
Applied	151	75/76	34	4	2/2	100	20	17/3	25	11	9/2	27
Accepted	18	11/7	72	0	0/0	0	1	1/0	100	0	0/0	0
Matriculated	7	4/3	86	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	11	7/4	70	0	0/0	0	0	0/0	0	0	0/0	0
All Years	36	18/18	89	0	0/0	0	0	0/0	0	2	1/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	7	8	6
American Indian	0	0	0
Mexican American/Chicano	2	2	4
Mainland Puerto Rican	0	0	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	102	55/47	—	6	3/3	—	11	6/5	—	2	1/1	—
Accepted	9	4/5	—	0	0/0	0	2	2/0	—	0	0/0	0
Matriculated	9	4/5	—	0	0/0	0	2	2/0	—	0	0/0	0
Enrolled												
First-Year	14	6/8	—	0	0/0	0	2	2/0	—	0	0/0	0
All Years	39	25/14	—	1	1/0	—	5	4/1	—	0	0/0	0
1984–85												
Applied	96	53/43	—	8	4/4	—	7	7/0	—	6	6/0	—
Accepted	11	10/1	—	1	1/0	—	0	0/0	0	0	0/0	0
Matriculated	11	10/1	—	1	1/0	—	0	0/0	0	0	0/0	0
Enrolled												
First-Year	17	12/5	—	1	1/0	—	0	0/0	0	0	0/0	0
All Years	45	32/13	—	1	1/0	—	2	2/0	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	2	11	6
American Indian	1	0	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	0	0

Oral Roberts University School of Medicine

Address inquiries to
Dr. Milton C. Olsen
Assistant Dean for
Admissions and Student Affairs
Oral Roberts University
School of Medicine
8181 S. Lewis Ave.—52C01
Tulsa, Oklahoma 74137
(918) 493-8046

Recruitment. Oral Roberts University has developed the Provisional Medical Student Program (PMSP) at the undergraduate level in the College of Arts and Sciences to strengthen the academic and clinical preparation of students during their pre-medical training. Underrepresented students are encouraged to apply to the Oral Roberts University College of Arts and Sciences no later than the end of their sophomore year in order to enroll in this special program which enhances pre-medical preparation.

Admissions. All applicants for admission are evaluated by the Admissions Committee of the School of Medicine. The Admissions Committee carefully reviews applications from ethnic or educationally disadvantaged individuals to recommend interviews for all competitive applicants.

Academic Aid Programs. Individual attention and support are provided to each student experiencing academic difficulty. Tutorial sessions are provided within the regular class schedule, and individual counseling is available through a faculty advisor as well as through the Office of Student Affairs.

Student Financial Assistance. All financial assistance is awarded on the basis of need and may include a combination of loans, grants, and scholarships.

The Healing Team Loan Program provides tuition, fees, and living expense stipend for students willing to commit to year-for-year payback in high need areas.

Oregon Health Sciences University School of Medicine

Address inquiries to
Beth Britton
Associate Director
Office of Minority Student Affairs
Oregon Health Sciences University
School of Medicine
3181 S.W. Sam Jackson Park Road
Portland, Oregon 97201
(503) 225-7574

Recruitment. The Office of Minority Student Affairs and the Office of Admissions coordinate the University's recruitment activities. Cooperative efforts exist with secondary schools, community colleges, universities and community agencies which have health career education as one of its functions. Linkages are maintained with administrators and counselors throughout the state. Information, guidance and active encouragement are provided. Campus tours are offered to high school juniors and seniors and college students. Groups of students are invited to meet faculty and health care practitioners, see research labs, visit classrooms, and to find out more about admission requirements. Special programs (the Minority High School Mentorship Program, Minority High School Student Research Apprentice Program) are targeted for ethnic students who represent groups considered underrepresented in the health and science professions.

Admissions. A goal of the Admissions Committee is to consider for admissions qualified applicants from underrepresented minority groups. Candidates are reviewed by the School of Medicine Admissions Committee which consists of Basic Science and Clinical faculty (MD's, PhD's) and the Director of Admissions. The selection process is based on academic performance, growth of academic record, personal interview and significant personal qualities.

Academic Aid Programs. Guidance and advising in the areas of educational, career, personal and social considerations are available. Psychological resources are available through the Student Health Services.

Summer Programs. None.

Student Financial Assistance. All students have equal access to financial aid offered by the Oregon Health Sciences University School of Medicine. There are currently no loan or scholarship programs set up specifically for minority or disadvantaged students. A cooperative effort between the Office of Minority Student Affairs and the Financial Aid Office seek to identify sources available designated for ethnic minorities from private organizations and some foundations.

Hahnemann University School of Medicine

Address inquiries to
Fredericka E. Waugh, MSW
Director, The Resource System
School of Medicine
of the Hahnemann University
Broad and Vine Streets
Mail Stop #447
Philadelphia, Pennsylvania 19102
(215) 448-8333

Recruitment. Hahnemann's recruitment program is designed to identify, motivate, and inform minority and other individuals from disadvantaged backgrounds to explore medical careers, and apply to medical college. Recruitment activities include visitations to undergraduate colleges, high school programs, and other graduate and professional career awareness conferences. In addition, orientation visits to the medical college are provided to premedical advisors and students.

Recruitment activities are carried out primarily by the Minority Admissions Coordinator. However, faculty and medical students also participate in recruitment activities.

Admissions. All applicants must apply through the American Medical College Application Service (AMCAS), and request that their application along with their Medical College Admission Test scores be forwarded to Hahnemann. Upon receipt of these materials applicants will be requested to send an application fee. This fee may be waived. Requests for an application fee waiver should be made to the Director for Medical School Admissions. Those students who receive an AMCAS fee waiver will automatically be granted a Hahnemann application fee waiver. Those students who have not received an AMCAS fee waiver should request a letter from their undergraduate financial aid officer attesting to their financial need.

Letters of recommendation should be sent directly to Hahnemann. Generally, a letter from the pre-professional committee at the undergraduate school is required. However, individual letters of recommendation from professors of physics, chemistry, and biology may be substituted. It is suggested that letters of recommendation be sent directly to the Admissions office of Hahnemann U. School of Medicine.

Every applicant requesting special consideration due to racial/ethnic status or economic deprivation is automatically referred to The Resource System (TRS). These individuals are identified primarily through the American Medical College Application Service. The AMCAS process provides an opportunity for every student to identify himself/herself according to racial/ethnic and/or economic status.

Once an application is complete the TRS staff is very involved in the admissions process. The Director of the TRS reviews applications from all minority or disadvantaged applicants and selects those to be interviewed. While selection for an interview is based on standard admissions criteria, i.e., grades, test scores, and letters of recommendation, factors such as motivation and background do play a significant role in the selection process.

Once interviewed, the applicant is presented before the Subcommittee for Minority and Disadvantaged Students. The Subcommittee is a standing committee of the School of Medicine Admissions Committee and consists of TRS staff, Admissions Committee members, and the Director of Medical School Admissions. The Subcommittee reviews the entire application taking into consideration such factors as race, motivation, educational background, and economic disadvantage. Finally, the recommendation of the Subcommittee is presented before the full Admissions Committee and a decision on the applicant is made.

Academic Aid Programs. Through The Resource System, Hahnemann offers an array of support services designed to maximize the retention of minority medical students. These support services include tutorial assistance, counseling, and a flexible curriculum (five-year program).

Tutorial assistance either from faculty or third and fourth-year medical students is available to any student. Tutoring is done via small groups and/or individually.

Counseling when needed is provided through members of The Resource System Committee who are faculty within the Department of Mental Health Sciences.

Academic advisement is provided through TRS Committee members. There also exists a variety of counseling services throughout the institution such as spouse groups for married students and relaxation therapy exercises.

Certain students may be admitted whose academic credentials are lower than those of typical candidates, but who possess outstanding non-cognitive qualities, who have overcome significant disadvantages in their background, or demonstrate exceptional potential for the study of medicine and service to society. Such students will be required to participate in the pre-enrollment summer enrichment program, and based upon their performance in the program it will be determined whether she/he will enter the four or five-year curriculum. A student selected for the five-year curriculum may not opt for a shorter course of study.

Summer Programs. The Resource System sponsors a pre-enrollment Summer Academic Enrichment Program (SAEP). The SAEP is designed to acclimate incoming minority medical students to the medical school curriculum. This is accomplished through didactic instruction in histology, physiology, and biochemistry. All courses are taught by Hahnemann faculty. The SAEP also provides learning skills instruction in the areas of time-management, exam-taking, note-taking, and memorization skills. Finally, the SAEP offers clinical exposure to those students in the program.

The SAEP is only available to those students who have been accepted to the medical college. There is no tuition charge, and students are provided room and board during the eight-week program. All books used during the SAEP are provided by the program and, in many instances, are the same books used during the regular academic year.

Student Financial Assistance. As stated previously, the application fee for minority disadvantaged students may be waived upon certification of financial need by the financial aid officer at the institution the student is currently attending.

Hahnemann recognizes that without a commitment to assist students in meeting their financial need our efforts to recruit, admit, and graduate minority physicians would be fruitless. Therefore, the institution does provide financial aid assistance to those minority disadvantaged students admitted. This assistance is in the form of tuition scholarships, i.e., tuition waivers. Tuition waivers are awarded to students based on their financial need as determined by the Graduate and Professional School Financial Aid Service (GAPSFAS). Once a student's financial need is determined The Resource System Director and Financial Aid Officer work closely in an effort to see that the need is met. Presently, on the average, approximately one-half of each minority disadvantaged student's tuition is waived by the institution. Since the inception of the Flexible Curriculum Program in 1970, (now TRS), Hahnemann has provided over $2 million in tuition waivers to minority disadvantaged students.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	28	16/12	—	26	15/11	—	10	6/4	—	4	1/3	—
Accepted	7	6/1	—	3	3/0	—	1	1/0	—	0	0/0	0
Matriculated	6	5/1	—	2	2/0	—	0	0/0	0	0	0/0	0
Enrolled												
First-Year	7	6/1	—	2	2/0	—	0	0/0	0	0	0/0	0
All Years	19	11/8	—	18	14/14	—	0	0/0	0	1	0/1	—
1984-85												
Applied	39	20/19	—	33	21/12	—	16	13/3	—	2	2/0	—
Accepted	6	3/3	—	10	6/4	—	4	3/1	—	0	0/0	0
Matriculated	6	3/3	—	10	6/4	—	4	3/1	—	0	0/0	0
Enrolled												
First-Year	9	5/4	—	11	7/4	—	2	1/1	—	0	0/0	0
All Years	23	13/10	—	23	14/9	—	3	2/1	—	1	0/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	3	4	3
American Indian	4	5	3
Mexican American/Chicano	0	0	3
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	70	42/28	— —	14	10/4	—	12	9/3	—	5	3/2	—
Accepted	1	0/1	0	1	1/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	4	2/2	0	0	0/0	0	1	1/0	0	1	1/0	0
1984–85												
Applied	68	35/33	—	11	7/4	—	11	9/2	—	7	1/6	—
Accepted	0	0/0	0	1	1/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	1	1/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	1	1/0	0	0	0/0	0	0	0/0	0
All Years	3	2/1	0	1	1/0	0	1	1/0	0	1	1/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	1	1	2
American Indian	0	0	0
Mexican American/Chicano	0	1	0
Mainland Puerto Rican	0	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/Women	% State Residents	Total	Men/Women	% State Residents	Total	Men/Women	% State Residents	Total	Men/Women	% State Residents
Applied	20	13/7	5	6	1/5	33	18	14/4	28	0	0/0	0
Accepted	1	1/0	100	0	0/0	0	1	1/0	100	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	0	0/0	0	1	1/0	100	0	0/0	0
1984-85												
Applied	14	4/10	36	5	2/3	20	29	—	21	0	0/0	0
Accepted	0	0/0	0	0	0/0	0	1	0/1	100	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	0	0/0	0	1	1/0	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86
Black American	0	0	0
American Indian	0	0	0
Mexican American/Chicano	1	0	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	417	204/213	—	15	7/8	—	40	25/15	—	37	20/17	—
Accepted	48	26/22	—	1	0/1	—	5	3/2	—	8	4/4	—
Matriculated	15	10/5	—	0	0/0	0	2	2/0	—	1	1/0	—
Enrolled												
First-Year	18	13/5	—	0	0/0	0	2	2/0	—	1	1/0	—
All Years	56	33/23	—	1	0/1	—	4	4/0	—	6	2/4	—
1984-85												
Applied	426	186/240	—	12	6/6	—	58	40/18	—	51	32/19	—
Accepted	50	23/27	—	1	0/1	—	1	1/0	—	6	3/3	—
Matriculated	13	5/8	—	1	0/1	—	1	1/0	—	1	1/0	—
Enrolled												
First-Year	19	8/11	—	1	0/1	—	2	2/0	—	1	1/0	—
All Years	56	31/25	—	1	0/1	—	4	4/0	—	5	3/2	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	9	12	15
American Indian	1	0	0
Mexican American/Chicano	1	1	1
Mainland Puerto Rican	3	1	1

Jefferson Medical College
of Thomas Jefferson University

Address inquiries to
Associate Dean of Student Affairs
Jefferson Medical College
1025 Walnut Street
Philadelphia, Pennsylvania 19107
(215) 928-6988

Recruitment. Jefferson Medical College is sensitive to the problems of minority and other disadvantaged students. We encourage students from Black colleges and out-of-state residents to apply. We actively recruit qualified applicants from minority groups which are underrepresented in American medicine. Included in these groups are Black Americans, American Indians/Alaskan Natives, Mexican Americans, and Mainland Puerto Ricans.

The Section on Minority Affairs of the Office of Student Affairs provides information regarding opportunities in health professions, counseling, assistance with the admission process, coursework planning, and maintains liaison with college and high school guidance counselors. We try to ease the transition from undergraduate school to medical school.

Jefferson Medical College participates in a Thomas Jefferson/South Philadelphia High School program as a means of producing future potential minority medical school applicants. Several high school students are awarded Summer Biomedical Research Apprenticeships in cooperation with the National Institutes of Health. We maintain cooperative programs with area undergraduate colleges and send representatives to the Harvard Summer Program and other similarly designed programs for recruitment.

Admissions. Jefferson Medical College participates in AMCAS (American Medical College Application Service). We encourage minority students from all states to apply for admission and urge them to identify themselves on the AMCAS application form. All minority applications are reviewed and a determination is made on which minority students receive an invitation for interview. Actions on all applicants are taken by the Admissions Committee.

Academic Aid Programs. After matriculation, departments in which any student experiences academic difficulty provide tutorial help. We have computerized assisted and traditional faculty tutorial programs for those who need academic reinforcement. Any academic adjustment required on an individual basis is arranged through the Office of Medical Education with cooperation of the Committee on Student Promotion.

Student Financial Assistance. All students at Jefferson Medical College in financial need are aided from the school's regular student financial aid funds. However, minority and disadvantaged students have additional sources available to them provided through the personal generosity of members of the Board of Trustees and some foundations.

Waivers of Jefferson's application fee are accepted if AMCAS has previously granted a fee waiver.

Other Pertinent Information. The Student National Medical Association has an official chapter at Jefferson Medical College. The SNMA holds regular meetings to discuss problems and to disseminate general information of mutual concern to minority students.

In gratitude to the late Dr. James H. Robinson for his many years of service in minority medical education.

The Medical College of Pennsylvania

Address inquiries to
Dr. Clifton A. Ogburn
Associate Dean; Director, Minority Affairs
The Medical College of Pennsylvania
330 Henry Avenue
Philadelphia, Pennsylvania 19129
(215) 842-7012/7010

Recruitment. The Medical College of Pennsylvania has a strong commitment to the recruitment, retention, and graduation of minority and disadvantaged students. To aid in carrying out its goal of increasing the percentage of minorities in Medicine, the College has formed a Division of Minority Affairs in its Office of Student Affairs. The Director of Minority Affairs visits selected college campuses and participates in numerous career day programs and health career summer programs. Other senior administrative personnel, faculty, and students are also involved in the recruitment and retention process. The College is also in contact with high school students and college students through its affiliation with organizations (e.g. AFNA, ASPIRA) devoted to preparing, encouraging and providing motivations for minority students interested in careers in Medicine and the Sciences. Applicants are encouraged to contact the Director of Minority Affairs if they have questions about medical school programs or if they would like to visit the campus.

In 1985, The Medical College of Pennsylvania in association with Bryn Mawr College initiated a new program, funded by a grant from the Health Careers Opportunity Program (HCOP) of the Department of Health and Human Services, directed towards those from disadvantaged backgrounds who may previously have applied but not achieved medical school acceptance or who made a late decision to pursue a medical career. This program admits a selected number of minority or disadvantaged women and men to a program which includes one year of undergraduate level science at Bryn Mawr College followed by matriculation at The Medical College of Pennsylvania. It is hoped that this program will provide a useful model for bringing more minority and disadvantaged students into medicine.

Admissions. Application is through the AMCAS system. Only completed applications are considered. Fee waivers are granted upon request to applicants who have been approved for an AMCAS fee waiver. The applicant's academic record is of course a factor in selecting those who will be called for interview; however, numerous noncognitive factors are taken into consideration in selecting students, such as motivation, maturity, perseverance, concern for others. All applicants are reviewed by the full medical student Admissions Committee, which is composed of twelve full time faculty members and includes minority representation. The Director of Minority Affairs is a voting member of the Admissions Committee. State of residence is not a consideration in selecting students.

Academic Aid Programs. The office of Student Affairs in conjunction with the office of Medical Education has developed several academic and personal support programs which are available to all students. (1) Faculty Advisory System. Each student is assigned a faculty member who meets with the student periodically to discuss academic or personal concerns. (2) Program for Academic Support (PASS). Student can obtain academic counseling, study skills analysis and coaching in test taking skills. (3) Tutorial Support Program (TSP). Students having difficulty in medical subjects may obtain tutoring on an individual basis from advanced medical or graduate students who are specifically chosen for their level of knowledge and their teaching skills.

Students at the college have found that the teaching faculty is readily available and willing to provide additional academic assistance when needed.

Summer Programs. As part of the HCOP Program described above (Recruitment), The Medical College of Pennsylvania will initiate an eight week summer program in 1986 which, in addition to students accepted by way of the program with Bryn Mawr College, will include students who have been admitted to The Medical College of Pennsylvania through the traditional route. The total number of students in the program will not exceed twenty. This summer prematriculation program will provide overviews of first year science courses. In addition, a learning skills specialist will be available for daily consultation with students to reinforce note-taking skills, learning techniques and test taking skills.

Student Financial Assistance. Financial aid is determined on the basis of need as assessed by GAPSFAS. The Director of the Financial Aid Office provides counseling to each student and develops a financial aid package commensurate with the needs of the individual student. The Financial Aid Office also helps students obtain funds from private sources and advises students on the repayment of the student loans. Waivers of application fees are granted to students who have been approved for AMCAS fee waivers.

The Pennsylvania State University College of Medicine

Address inquiries to
Dr. Alphonse E. Leure-duPree
The Pennsylvania State University
College of Medicine
Office of Student Affairs
P.O. Box 850
Hershey, Pennsylvania 17033
(717) 534-8755

Recruitment. The Pennsylvania State University College of Medicine is actively involved and strongly committed to the recruitment of minority applicants. The recruitment program includes visits by faculty and students to high schools and undergraduate colleges in Pennsylvania and neighboring states. The College of Medicine also hosts groups of interested minority students who visit our campus to develop a better understanding of our admission and selection criteria. The school also participates in national minority conferences and workshops.

Admissions. There is neither a separate admissions committee nor separate policy employed in the selection of minority students. There is minority representation on the Medical Selection Committee.

Academic Aid Programs. The faculty advisory system has been a very important part of the educational program. A faculty advisor is viewed as a source of general support to students in areas of academic, personal and social counseling. Any student who experiences academic difficulty can obtain tutorial help by request through the Department Chairman. Computerized assistance and group tutorial programs are also available.

Summer Programs. The Pennsylvania State University does not offer an academic reinforcement program during the summer prior to matriculation in medical school, although individual work-study programs are available for minority and other students.

Student Financial Assistance. The Pennsylvania State University College of Medicine will selectively waive the application fee for applicants meeting the AMCAS fee waiver criteria. Financial aid is determined on the basis of need utilizing the Graduate and Professional School Financial Aid Service. The amount of aid awarded is dependent on availability of aid resources. Many students receive a financial aid package which is composed of loans from University and non-University sources. Each applicant is considered on an individual basis and the philosophical intent is to provide the greatest support for the most needy students. The College of Medicine also participates in the Commonwealth scholarship plan.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	229	120/109	13	12	4/8	8	41	29/12	0	32	16/16	3
Accepted	30	20/10	10	1	1/0	100	4	1/3	0	5	4/1	0
Matriculated	5	4/1	60	1	1/0	100	1	0/1	0	2	1/1	0
Enrolled												
First-Year	5	4/1	60	1	1/0	100	1	0/1	0	2	1/1	0
All Years	20	15/5	25	5	5/0	20	8	7/1	0	9	6/3	22
1984–85												
Applied	218	102/116	12	15	10/5	13	66	47/19	4	41	28/13	7
Accepted	23	15/8	30	3	2/1	0	7	7/0	14	6	5/1	17
Matriculated	3	2/1	0	1	1/0	100	0	0/0	0	5	3/2	20
Enrolled												
First-Year	3	2/1	0	1	1/0	100	1	0/1	0	5	3/2	20
All Years	18	13/5	22	2	2/0	50	7	6/1	0	10	7/3	10

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	5	2	7
American Indian	2	0	1
Mexican American/Chicano	1	3	3
Mainland Puerto Rican	3	3	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	200	89/111	—	6	2/4	—	23	12/11	—	22	10/12	—
Accepted	29	13/16	—	0	0/0	0	2	1/1	—	3	1/2	—
Matriculated	6	3/3	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	6	3/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	26	9/17	—	2	0/2	—	1	0/1	—	3	2/1	—
1984-85												
Applied	213	80/133	—	9	4/5	—	11	7/4	—	33	16/17	—
Accepted	26	6/20	—	1	1/0	—	3	2/1	—	6	5/1	—
Matriculated	6	0/6	—	1	1/0	—	2	1/1	—	1	1/0	—
Enrolled												
First-Year	6	0/6	—	1	1/0	—	2	1/1	—	1	1/0	—
All Years	30	9/21	—	2	1/1	—	3	1/2	—	4	3/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	1	9	9
American Indian	1	1	1
Mexican American/Chicano	0	1	0
Mainland Puerto Rican	0	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	27	14/13	—	0	0/0	0	1	1/0	—	0	0/0	0
Accepted	7	3/4	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	3	1/2	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	3	1/2	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	6	4/2	—	0	0/0	0	0	0/0	0	1	0/1	—
1984–85												
Applied	33	15/18	—	3	1/2	—	2	2/0	—	0	0/0	0
Accepted	6	3/3	—	0	0/0	0	1	1/0	—	0	0/0	0
Matriculated	3	2/1	—	0	0/0	0	1	1/0	—	0	0/0	0
Enrolled												
First-Year	5	2/3	—	0	0/0	0	1	1/0	—	0	0/0	0
All Years	9	6/3	—	0	0/0	0	1	1/0	—	1	0/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	0	2	1
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	1	0

The University of Pennsylvania School of Medicine

Address inquiries to
Dr. Helen O. Dickens
Associate Dean, Minority Affairs
(215) 662-3315
or
Dr. Karen E. Hamilton
Assistant Director, Minority Affairs
University of Pennsylvania
School of Medicine
1 Medical Education Building
36th and Hamilton Walk
Philadelphia, Pennsylvania 19104
(215) 898-4409

Recruitment. The Office of Minority Affairs is directly responsible for the recruitment of students from minority groups which are underrepresented in American medicine. Recruitment efforts are both short- and long-term. Short-term efforts are directed toward college juniors and seniors who will be applying to medical school. Long-term efforts include career counseling of college freshmen, sophomores, and high school students. The Associate Dean for Minority Affairs, the Assistant Director for Minority Affairs and, whenever possible, enrolled minority students visit selected colleges and universities throughout the country to speak with students interested in a career in medicine.

Underrepresented minority enrollment is approximately 9% (fifty-nine minority students are currently enrolled) of the total enrollment (640 students) in the School of Medicine. This includes 15 freshmen (or 10% of the first year class); 13 sophomores (9% of the second year class); 18 juniors (12% of the third year class); and 13 seniors (10% of the fourth year class). Approximately 36% of the total enrollment is female; 39% or 23 minority females are enrolled.

Currently the Office of Minority Affairs is involved in the AFNA Program (The American Foundation for Negro Affairs), The Philadelphia Health Academy (High School Program for Health Careers), and ASPIRA, Inc. of Pennsylvania.

We also serve as hosts to faculty and students from various undergraduate colleges and community organizations who are interested in our program. Information is provided on our particular program, undergraduate courses needed to prepare for a career in medicine, housing, financial aid, and other matters related to careers in medicine.

Admissions. The Office of Minority Affairs works with the Admissions Office to facilitate applications from minority students to the School of Medicine. Both minority faculty and enrolled students participate on the Interviewing Panel and the Admissions Committee. While assessing an applicant's undergraduate academic performance, the Committee also gives consideration to special features of background and experience which may contribute to a candidate's potential for a medical career. The Admissions Committee will not admit any student who is believed to be unable to complete our core graduate academic performance.

Academic Aid Programs. The Associate Dean for Student Affairs and the course directors work together to identify any student who may be experiencing academic difficulties. The Associate Dean for Minority Affairs and the Assistant Director for Minority Affairs serve as academic advisors for the minority students. Moreover, faculty members are made available to those students who wish academic reinforcement. If a student fails a course, he or she has the opportunity to take another exam or, if indicated, to repeat the course.

The Office of Minority Affairs and the enrolled minority students have developed academic reinforcement programs in the form of review sessions for the basic science courses, peer tutoring, lectures, case presentation seminars, workshops and health awareness projects (such as blood pressure screening) to enhance the curriculum. These programs are continuous and are designed to foster interaction between minority students and the minority health community, which includes School of Medicine minority faculty/housestaff, community minority physicians and minority students.

Counseling—The Associate Dean and the Assistant Director for Minority Affairs are informed and responsible advocates for the minority students whenever they may desire assistance, for counseling is an integral part of our retention efforts. It is offered in all areas: personal, financial, residential, sociocultural as well as academic. Further, each entering freshman is assigned to an upperclass student advisor the summer prior to matriculation. All medical students are also assigned a basic science faculty advisor and a clinical science faculty advisor in accordance with the School's advisory system.

Student Financial Assistance. Financial aid is determined on the basis of need, for all students, after being accepted into our program. The amount of financial aid provided depends on the amount available in the School of Medicine's financial aid resources. In most instances, students receive financial assistance which includes University scholarships and loans, and loans obtained from non-University sources. It should be noted that no student has ever been dismissed from the School of Medicine for financial reasons.

The University of Pittsburgh School of Medicine

Address inquiries to
Dr. Carolyn M. Carter
Assistant Dean of Student Affairs
The University of Pittsburgh
School of Medicine
M-247 Scaife Hall
Pittsburgh, Pennsylvania 15261
(412) 624-1498

Recruitment. The Assistant Dean for Student Affairs, the Student National Medical Association and faculty participate in the recruitment of minority students. Visits are made to minority and majority colleges as well as summer programs for recruiting purposes. The Premedical Committee of our own university encourages undergraduate minority students to apply. Applicants are invited each year for a day in Pittsburgh to meet other students, to be interviewed, to tour the school, and to meet our faculty.

There are occasional visits to high schools. Tours at the medical school are arranged for college and high school students. These activities are carried on principally by the Assistant Dean of Student Affairs. In addition, an Explorers Program composed mostly of local high school students, meets throughout the year at the medical school for a variety of medically related experiences.

Admissions. The composition of the eighteen-member Admissions Committee included black faculty, who are practicing physicians, and receive no recompense from the University. The Assistant Dean of Student Affairs screens applicants and participates in the Committee's selection of candidates. Life experiences, essay, MCAT scores, recommendations, and grade point averages are reviewed by the Committee in its selection process.

Academic Support Programs. Any enrolled student at the University of Pittsburgh School of Medicine who requests extra help, tutoring, or special seminars receives such assistance as a matter of routine. Also, faculty and/or administrators recommend tutoring to students who appear to need help. Both students and faculty offer tutoring services. The student who encounters difficulty during the first year may drop one course in the second semester and complete the course requirements at a later time. The student also has the option to repeat the entire first year. Program provides help in sharpening learning skills and in individual counseling as needed. Evaluation procedures are flexible and constant guidance is maintained. The Retention Committee is responsible for identifying and remedying difficulties before failure occurs.

Summer Program. The Medical School funds an eight-week Summer Enrichment Program for undergraduate college minority disadvantaged students interested in a medical career. While rising seniors and juniors are sought, other college students are also enrolled.

Summer Prematriculation Program is a six week summer program which provides an academic orientation to the medical school for newly admitted students which will facilitate their transition to medical school. The program includes first year-first term courses—gross anatomy, histology, and biochemistry. Additionally, learning skills such as note taking, memorizing, how to take examinations (essay and K type questions), and time management are emphasized.

Student Financial Assistance. The National Medical Fellowships provides support for first and second-year minority students. All students are awarded loans on the same basis. Determination of these awards are made on the basis of special problems, total indebtedness, and total need of each student. These loans are awarded by the School of Medicine.

Other Pertinent Information. The Student National Medical Association sponsors a Guest Lecturer Series to focus attention on the contributions Blacks have made in academic, clinical, and administrative medicine. The lecture series provides role models for minority students at Pitt and, broadens the experience of the entire Medical School Committee. The school administration and faculty contribute financially and offer personal support for this program.

Temple University
School of Medicine

Address inquiries to
Charles S. Ireland, Jr.
Assistant to the Dean
Temple University
School of Medicine
3400 North Broad Street
Philadelphia, Pennsylvania 19140
(215) 221-3595

Recruitment. One of the units of Temple's RAR (Recruitment, Admissions, and Retention) Program actively recruits prospective medical students by making scheduled visits to undergraduate colleges and universities primarily in the mid-Atlantic region. Seminars are conducted with minority premedical societies, fraternities and sororities, and other student groups, providing them with comprehensive information on premedical requirements, course selection, and medical school application procedures in general.

These campus visits give interested students an opportunity to become familiar with Temple's particular medical curriculum, the criteria applicants should meet in order to be favorably considered for admission, and the nature of the experiences they can expect during their four years of training. Invariably, the RAR staff is called upon to counsel applicants about their financial aid and housing requirements and other personal and academic needs which require some planning.

The RAR program staff and minority medical students work closely with prospective medical students to heighten their awareness of the full scope of the RAR Program's services. Relationships are maintained with all campuses and groups to aid in the continuous development of future prospective applicants. Printed materials about RAR and Temple University School of Medicine are distributed to college counseling centers and placement offices, to student organizations, and to interested individuals. These and other forms of communication enable RAR to build rapport among college underclassmen. Any assistance that RAR can provide to advance a student's undergraduate academic progress toward the successful completion of a premedical or related program is gladly given.

A primary recruitment objective is to make sure that minority students obtain a realistic picture of what is involved in medical education. Following campus visits, prospective applicants are encouraged to maintain contact with the RAR Program. Many students spend a day or more at Temple touring the facilities and attending classes with first-year medical students. These arrangements can be made on an individual or group basis simply by contacting the Program. Recruitment is a continuous process that terminates only with an applicant's admission to medical school—Temple or another—or the crystallization of plans to pursue an alternative career.

Admissions. RAR Program staff assist in the processing of all applications from minority group students to the point where a decision regarding their admission is made by the school's Admissions Committee. Another service provided by the RAR staff is the positive profile that is developed for minority applicants for presentation to the Admissions Committee along with the regular application documents. The profile highlights the applicant's personal strengths and assets, and describes background circumstances so that the Committee has a composite impression of the candidate. Minority faculty and students serve on the Admissions Committee, and RAR staff members serve as resource persons to the Committee.

Academic Aid Programs. Temple's retention services include individual support to all enrolled students during the entire term of their medical education. Students utilize counseling services related to meeting the demands of personal, financial, social, cultural, and academic dimensions of their lives. Counseling services are available at the point of admission and continue to graduation. RAR staff develops and coordinates specialized activities to sharpen some students' learning techniques such as note-taking, reading, study habits, and test-taking. The staff also participates in the school's two retention subcommittees.

Summer Programs. Temple conducts the Summer Educational Reinforcement Activity (SERA). This is a voluntary program offered to all incoming minority and other selected freshmen to familiarize them with the

School of Medicine. SERA is conducted during the months of June and July as a "dry run" of what is involved in the first year of medical training. In the first week of this seven-week program, students are acquainted with the overall setting of the School of Medicine including minority faculty, staff, alumni, and upperclassmen. During the remaining six weeks, students are taught segments of actual first-year courses such as anatomy, biochemistry, and physiology. At the same time, students are able to sharpen study techniques, form study groups with other minority students, and avail themselves to the wide range of academic resources in the School of Medicine. Each student receives help with any pre-enrollment problems that might occur such as housing, employment for a spouse, and child care.

Student Financial Assistance. Financial aid in the form of scholarships and loans is available to all minority students who show need. Individual attention is given to each applicant.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State* Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	337	177/160	—	8	6/2	—	53	34/19	—	59	36/23	—
Accepted	27	16/11	—	0	0/0	0	0	0/0	0	3	3/0	—
Matriculated	12	6/6	—	0	0/0	0	0	0/0	0	3	3/0	—
Enrolled												
First-Year	13	7/6	—	0	0/0	0	0	0/0	0	3	3/0	—
All Years	41	20/21	—	0	0/0	0	2	2/0	—	7	6/1	—
1984-85												
Applied	320	146/174	—	18	12/6	—	41	28/13	—	53	33/20	—
Accepted	35	18/17	—	0	0/0	0	3	2/1	—	1	1/0	—
Matriculated	11	5/6	—	0	0/0	0	0	0/0	0	1	1/0	—
Enrolled												
First-Year	11	5/6	—	0	0/0	0	0	0/0	0	1	1/0	—
All Years	37	17/20	—	0	0/0	0	3	3/0	—	8	7/1	—

— Indicates data not available

* Data on state residency is not maintained

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86
Black American	12	14	8
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	1	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	348	200/148	—	7	4/3	—	17	13/4	—	14	8/6	—
Accepted	42	24/18	—	0	0/0	0	1	0/1	—	2	1/1	—
Matriculated	13	7/6	—	0	0/0	0	0	0/0	0	1	0/1	—
Enrolled												
First-Year	15	8/7	—	0	0/0	0	0	0/0	0	1	0/1	—
All Years	52	29/23	—	0	0/0	0	0	0/0	0	1	0/1	—
1984-85												
Applied	383	198/185	—	6	4/2	—	14	10/4	—	19	12/7	—
Accepted	38	17/21	—	0	0/0	0	2	1/1	—	2	0/2	—
Matriculated	17	9/8	—	0	0/0	0	0	0/0	0	1	0/1	—
Enrolled												
First-Year	19	9/10	—	0	0/0	0	0	0/0	0	2	0/2	—
All Years	53	30/23	—	0	0/0	0	0	0/0	0	2	0/2	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	10	14	10
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	469	224/245	—	9	4/5	—	19	12/7	—	47	23/24	—
Accepted	59	35/24	—	1	0/1	—	0	0/0	0	4	1/3	—
Matriculated	17	9/8	—	1	0/1	—	0	0/0	0	4	1/3	—
Enrolled												
First-Year	20	10/10	—	1	0/1	—	0	0/0	0	4	1/3	—
All Years	65	31/34	—	2	0/2	—	2	1/1	—	6	3/3	—
1984-85												
Applied	562	254/308	—	12	6/6	—	21	12/9	—	57	30/27	—
Accepted	62	—	—	0	0/0	0	4	2/2	—	9	4/5	—
Matriculated	12	5/7	—	0	0/0	0	1	1/0	—	1	1/0	—
Enrolled												
First-Year	17	6/11	—	0	0/0	0	1	1/0	—	1	1/0	—
All Years	52	25/27	—	1	0/1	—	2	2/0	—	7	4/3	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	21	11	12
American Indian	1	1	0
Mexican American/Chicano	0	0	2
Mainland Puerto Rican	0	0	1

Ponce School of Medicine

Address inquiries to
Victor Madera
Dean of Administration
Ponce School of Medicine
P.O. Box 7004
Ponce, Puerto Rico 00732
(809) 840-2551

Recruitment. Due to the fact that in Puerto Rico there is no division by ethnic groups, there is no "minority students" classification. Specific information is provided to all public and private colleges and universities, particularly those with pre-med programs, on requirements for admission of the Ponce School of Medicine. The same information is provided to any applicant residing in the continental United States of America.

Admissions. The following criteria are considered by the Admission Committee: 1) GPA, 2) MCAT scores, 3) Grade point average in science courses, 4) Interview by the Admissions Committee members, 5) Bilingual ability (English and Spanish). Out of state students must be able to understand and speak Spanish.

Academic Aid Programs. Special retention programs are designed for Ponce School of Medicine students after careful evaluation by the Promotion Committee, the Academic Dean, and the final approval of the Dean of the School.

Summer Programs. No summer programs are offered by the School. Specific subjects may be offered if needed by students of the Ponce School of Medicine.

Student Financial Assistance. Limited student financial aid is provided to selected deserving students after their first year. Student Financial Aid Office assists all qualified students with applications to available state and federal student financial aid programs.

Other Pertinent Information. The Ponce Medical School Foundation is a non-profit organization with the purpose of operating the Ponce School of Medicine, formerly the Catholic University of Puerto Rico. The Ponce Medical School Foundation took over the operations of the School of Medicine on July 1, 1980, under the government of a Board of Trustees.

The Ponce School of Medicine, located at Ponce, Puerto Rico, the second largest city of the island, has established that applications for admission are considered on the basis of the qualifications of each applicant without regard to race, age, color, creed, sex, national origin, or physical handicaps. Students, faculty, and staff are assured of participation in programs and in the use of facilities of the school without discrimination.

University of Puerto Rico School of Medicine

Address inquiries to
Carmen M. Lopez-Maiz
Assistant Dean for Student Affairs
Office of Student Affairs
University of Puerto Rico
School of Medicine
G.P.O. Box 5067
San Juan, Puerto Rico 00936
(809) 751-6389

Recruitment. The School of Medicine participates in recruitment activities with the Medical Sciences Dean of Student's Affairs office. The activities on health professions study offerings consists of an annual career day and series of field visits to island wide academic centers. In addition, a recruitment and orientation program for candidates for admission to our medical school has been developed by the Admissions Committee and the Office of Student's Affairs of the School of Medicine. The program, which consists of offering information about the medical profession and the school admission requirements, includes visits to all interested colleges and universities. Students are also encouraged to visit the Medical Science Campus to meet with the medical students and the school faculty, and to get acquainted with the school program and facilities. Arrangements for these visits can be made through the Office of Student Affairs.

Admissions. Candidates are admitted to the freshman class on a competitive basis. The admissions process utilizes a formula that takes into consideration academic and non-academic factors. The academic factors include the General and Science Grade Point Average and the MCAT scores. To assess the applicant's skills and attributes, the Admissions Committee requires an evaluation by premedical advisors or recommendations from three professors and a personal interview conducted by a school faculty member according to established guidelines.

The Admissions Committee is composed of faculty members representing the basic and clinical sciences, and student representatives. The Dean of Students of the Medical Sciences Campus and the Dean of the School of Medicine are ex-officio members of the Committee.

Academic Aid Programs. A pre-orientation program for new matriculants is offered in June by the medical students and an orientation program is held during the first week of August. Both orientation programs are designed to acquaint the freshman class with the school's academic program, the methods of evaluation, the different services available to students and with the faculty, administration and student body.

The academic performance of each student is followed throughout the year by a Committee on Advancement appointed by the Dean for each educational level. These committees recommend the student's promotion or advise on other alternatives such as faculty advisement, remedial work, re-evaluations, and/or repetition of part or all of a year of studies.

The Office of Student Affairs provides orientation and counseling services to all students whose interpersonal problems interfere with their academic performance. Study skills services are made available to interested students. Faculty member advisors are appointed since the first year and students may request, according to their individual preferences, advice and/or tutorships from their basic or clinical sciences faculty. Psychological testing and psychiatric consultation are also available through the Student's Health Service.

Student Financial Assistance. Financial assistance is available for eligible qualified students from university, state, and federal government loan funds and other special trust funds. Educational costs covered by financial aid include tuition and fees, books, supplies and equipment, room and board, transportation, and personal expenses. In order to qualify students must meet the following requirements: U.S. citizen/permanent resident, accepted for enrollment or enrolled in the School of Medicine, in need of financial aid, and in good academic standing.

In addition, medical students benefit from summer employment opportunities and work study programs.

Brown University
Program in Medicine

Address inquiries to
Esther E. Mabray
Coordinator for Minority Affairs
Brown University
Program in Medicine
97 Waterman St., Box G
Providence, Rhode Island 02912
(401) 863-1672

Recruitment. The Program in Medicine participates in a number of regional career days and actively recruits students through a series of field visitations to a variety of academic centers. Students are encouraged to visit the campus and to meet with faculty, medical students, and administrative personnel. Arrangements for these visits can be made through the Office of Minority Affairs.

Admissions. All applications for admission are reviewed by the Medical Admission Committee, whose membership includes the Minority Affairs Officer, and at least one minority student. Recommendations emanating from the review process are made directly to the Dean of Medicine.

The successful completion of college level courses in each of the subjects listed below is a prerequisite for acceptance to the Program in Medicine. One or more of these mandated subjects may be waived as requirements for admissions, if in the judgment of the Medical Admission Committee or the Dean of Medicine, competence has been demonstrated through other means. The courses are: Biochemistry (one semester); Calculus (two semesters); General Chemistry (two semesters); Organic Chemistry (two semesters); Behavioral and Social Sciences (two semesters); Physics (two semesters); at least three courses in Biology—recommended are courses in Molecular Biology, Biochemistry, and Cell Physiology.

The Medical Admission Committee is composed of clinical and Basic Science faculty, three second-year medical students and two medical school administrators. This committee reviews all completed applications and ranks them within categories based upon the combination of academic performance, letters of recommendation, personal statements, extra-curricular activities and performance on the MCAT. Interviews are no longer provided and are not a part of the decision-making process regarding the Program in Medicine. Minority applicants are encouraged to visit the campus and to make arrangements for such visits via the Minority Affairs Office.

Applications for the combined M.D./Ph.D. program are reviewed by committees of graduate faculty.

Academic Aid Programs. There is a formal tutorial program available to all students enrolled in the Program in Medicine. Students needing tutorial assistance in any basic science course may request it themselves, be recommended by a course leader, or confidentially recommended by another student. Upon such identification tutorial assistance is automatically offered to the student from a group of student or faculty tutors previously identified by the student and Minority Affairs Officer.

NBME Part I Preparation. Since passage of Part I of the National Board of Medical Examiners Exam is required for promotion into year III at Brown, an optional preparation program is available to all second-year students. The program includes the diagnosis of potential weaknesses evidenced in performance on NBME mock exams, the provision of study guides prepared by second-year course leaders, and the cultivation of NBME study groups proctored by senior medical students who have been trained to facilitate appropriate study techniques among study group participants.

Summer Programs. There are three summer programs for minority students which are components of Brown's Health Careers Opportunity Program. The Medical Studies Summer Program is a 6–8 week prematriculation program for admitted underrepresented minority and disadvantaged students.

The PMK (Premed for Keeps) Program accepts rising sophomore college students from designated colleges for 6–8 week instructional program in premed courses emphasizing reasoning skills. The PMS (Premed for Sure) Program is a prematriculation program for underrepresented minority high school students who will matriculate at Brown University the next fall. Introductory courses, skills development and clinical experiences are offered. Students in all three programs may qualify to tuition scholarships, travel allowances, and living expenses.

Student Financial Assistance. Application fees may be waived upon an applicant's request. This request must be accompanied by a letter from the applicant's Financial Aid Officer. In addition, a student may request a regional interview if financial circumstances indicate its necessity. In some cases, interviews conducted by other medical schools will be considered in substitution of a personal interview.

Currently, the Office of Minority Affairs has at its disposal a limited amount of discretionary funds which may be used by Brown medical students for emergency situations. These funds, however, are only made available after the student has explored other Medical Program resources such as the Dean's Office.

Other Pertinent Information. Since the Brown University Program in Medicine is deeply embedded into the fabric of the rest of the University, there is the unusual advantage of finding social and academic reinforcement from the more than five hundred minority group persons among the faculty and student body in the graduate school and college. Virtually full access to courses in the college and graduate school for medical students and liberal elective time make meaningful interaction possible.

In the Spring of 1980, the Corporation of Brown Univesity and the Trustees of Dartmouth College approved a collaborative educational program whereby twenty additional medical students are to be admitted for studies beginning with the class entering in September, 1981. Under the processions of the agreement, those twenty M.D. candidates will attend Dartmouth for the first two years of their medical education studying the basic medical sciences and will attend Brown during the succeeding two years for their clinical training. The combined program students will be selected by means of a jointly administered admissions process and, upon successful completion of both phases of medical education conducted in Hanover and Providence, will be awarded the M.D. degree by Brown University. Each medical school will continue to admit its customary complement of students for its own M.D. Program.

Brown University has converted its medical education program into a single seven- or eight-year integrated continuum of liberal arts and medical education called the Program in Liberal Medical Education (PLME). The PLME is an eight-year program that culminates in the award of the M.D. degree. Some students may complete the program in less than eight years depending upon advanced placement credits or summer studies. Others combine the PLME with an M.A., or Ph.D. program. Students interested in the PLME should apply to the College Admission Office at Brown University since admission to the college is a prerequisite for admission to the PLME.

Medical University of South Carolina
College of Medicine

Address inquiries to
Dr. James W. Martin
Executive Assistant to the President
for Affirmative Action/Minority Affairs
Medical University of South Carolina
Room 405, University Services Building
171 Ashley Avenue
Charleston, South Carolina 29425
(803) 792-2146

Recruitment. Minority student recruitment is accomplished through annual visits to all South Carolina Colleges and numerous high schools throughout the state. The University Registrar and Admissions Office has centralized student recruitment efforts with several recruiters who travel statewide. Office of Minority Affairs Staff are directly involved in these efforts. Minority Affairs recruitment is also conducted through a statewide network of Pre-Health Advisors, minority Health Practitioners and currently enrolled minority students. Pre-Health Advisors consist of designated science faculty members at the predominantly black accredited colleges in South Carolina. These Advisors serve on a Pre-Health Council which meets quarterly and was formed for the purpose of facilitating the entry of academically qualified students to the Medical University of South Carolina. Minority Health Practitioners affiliated with the Palmetto Medical, Dental and Pharmaceutical Association serve as invaluable resources for student identification and referral. Minority students currently enrolled at MUSC assist in the recruitment of other minority students by visiting colleges and high schools for career day activities to serve as role models for prospective students.

Admissions. The Admissions Committee consists of seventeen (17) Basic Science and Clinical Faculty members. They are appointed by the Dean and serve staggered three year terms. Three (3) student members serve and are appointed at the end of their first year through graduation. Regular meetings are held weekly from September through March. Special meetings may be called any time during the academic year. All decisions are made by a simple majority of those attending and are presented to the Dean as recommendations. The criteria for admission are the same for all students seeking enrollment in the College of Medicine. Consideration is given to the applicant's GPA, MCAT scores, written and oral communication skills and, in general, applicant's capability for being a well-rounded individual.

A Sub-Committee on Minority Recruitment further screens all minority applicants not accepted in the regular admissions process for the Medical Student Transitional Entry Program (MED-STEP), which was implemented in 1985 to increase enrollment of minority applicants in the College of Medicine. Those applicants who show evidence of being able to handle the Medical School curriculum are invited for interviews. The selection process is the same as for regular applicants. Those who are admitted are enrolled in the same courses as regularly admitted students. If they meet published academic standards for student progress for the basic science years, the MED-STEP students become regular medical students in the third year.

An Early Acceptance Program has been instituted for college students who have completed the freshman year and who have not begun the senior year. Only students with documented superior academic performance, high motivation, and excellent personal characteristics are considered for the program. The purpose of the program is to remove the perceived negative influence of the intense competition for medical school admission on character development and on curriculum choices of college undergraduates. Students who are accepted will be expected to finish college through the bachelor degree. No specific grade point average will be required for matriculation nor will the Medical College Admission Test be required. Students accepted in this program must agree not to apply for admission to any other medical school.

Academic Aid Programs. All students are assigned an advisor. Minority students who need tutorial assistance can utilize the Tutorial Assistance Program coordinated

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	40	22/18	—	2	2/0	—	13	7/6	—	38	25/13	—
Accepted	0	0/0	0	0	0/0	0	0	0/0	0	10	7/3	—
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	2	1/1	—
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	2	1/1	—
All Years	0	0/0	0	0	0/0	0	0	0/0	0	3	2/1	—
1984–85												
Applied	37	18/19	—	4	2/2	—	10	6/4	—	54	30/24	—
Accepted	0	0/0	0	0	0/0	0	0	0/0	0	7	5/2	—
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	2	0/2	—
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	2	0/2	—
All Years	0	0/0	0	0	0/0	0	0	0/0	0	4	1/3	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	0	0	0
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	2	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	10	7/3	100
Enrolled												
First-Year	1	1/0	100	0	0/0	0	0	0/0	0	10	7/3	100
All Years	1	1/0	100	0	0/0	0	0	0/0	0	36	22/14	100
1984–85												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	1	1/0	100	0	0/0	0	0	0/0	0	10	8/2	100
Enrolled												
First-Year	1	1/0	100	0	0/0	0	0	0/0	0	10	8/2	100
All Years	0	0/0	0	0	0/0	0	0	0/0	0	31	18/13	100

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	0	0	0
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	10	6	8

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	86	48/38	6	2	0/2	50	6	2/4	0	12	6/6	0
Accepted	19	8/11	11	1	0/1	100	3	1/2	0	5	3/2	0
Matriculated	7	5/2	14	1	0/1	100	1	0/1	0	1	1/0	0
Enrolled												
First-Year	7	5/2	14	1	0/1	100	1	0/1	0	1	1/0	0
All Years	26	15/11	4	1	0/1	100	1	0/1	0	7	4/3	0
1984–85												
Applied	77	38/39	4	2	1/1	0	19	12/7	0	16	8/8	0
Accepted	22	10/12	5	1	1/0	0	12	7/5	0	6	4/2	0
Matriculated	10	4/6	10	1	1/0	0	5	4/1	0	4	4/0	0
Enrolled												
First-Year	10	4/6	10	1	1/0	0	5	4/1	0	5	4/1	0
All Years	32	16/16	3	2	1/1	0	7	5/2	0	11	8/3	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	6	3	3
American Indian	0	0	0
Mexican American/Chicano	0	0	2
Mainland Puerto Rican	1	2	3

by the Minority Affairs Office. Specialized retention workshops are scheduled during the year in areas such as Learning Skills. These workshops concentrate on time management, study habits, test-taking and memory techniques.

Summer Programs. The Minority Affairs Office sponsors two Summer Academic Enrichment and Recruitment Programs.

The Summer Academic Enrichment Program is for junior and senior high school students who have been identified as having academic potential for the health professions and who are highly motivated for a career in health care. Participants take four weeks of classes in Basic Science, Mathematics and Learning Skills on the MUSC campus. They also spend four weeks with a Faculty Preceptor in a laboratory or research setting. Meals and research stipends are provided.

The Summer Health Careers Program is designed for rising junior and senior undergraduates from disadvantaged backgrounds. Students need a 3.0 in science and math, high motivation for a health career, and an organic chemistry or solid biology background. Participants spend eight weeks on the campus and attend classes in Anatomy with Lab, Biochemistry, Cellular and Molecular Biology, Medical Terminology, MCAT Preparation, Learning Skills, Scientific Communication and Problem Solving. Students receive a stipend to defray living expenses, a travel reimbursement, room and board.

Student Financial Assistance. State and Federal loans, specialized scholarship and fellowships are individually arranged through the University Financial Aid Office. The Graduate Incentive Fellowship is available for all entering Medical minority students and is coordinated by the Minority Affairs Office. The Fellowship is available to all South Carolinians, with the major agreement that the student practice in the state of South Carolina for the duration of his/her receiving the Fellowship.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	75	46/29	40	6	5/1	33	2	1/1	0	6	4/2	17
Accepted	6	5/1	100	1	1/0	100	0	0/0	0	0	0/0	0
Matriculated	2	2/0	100	1	1/0	100	0	0/0	0	0	0/0	0
Enrolled												
First-Year	4	4/0	100	1	1/0	100	0	0/0	0	0	0/0	0
All Years	15	10/5	100	2	2/0	100	0	0/0	0	0	0/0	0
1984-85												
Applied	73	42/31	37	4	2/2	25	2	1/1	50	5	3/2	0
Accepted	5	4/1	100	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	1	0/1	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	0/1	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	12	7/5	100	1	1/0	—	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	2	4	5
American Indian	0	1	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

University of South Carolina School of Medicine

Address inquiries to:
Dr. Robert F. Sab[illegible]s
Assistant Dean for Student Affairs
University of South Carolina
School of Medicine
Columbia, South Carolina 29208
(803) 733-3325

Recruitment. Minority applicants for admission to the School of Medicine from South Carolina are identified via contacts made by representatives of the Office of Admissions with premedical organizations on individual campuses throughout the region. The primary goal of this program is to alert and inform high school and college students of the School of Medicine's interest in minority students and to assist the prospective minority medical student in every way to become as strong a candidate as possible for admission. Students and faculty members of the School of Medicine regularly participate in these campus visits.

Minority students are encouraged and invited to visit the campus of the University of South Carolina School of Medicine to acquaint themselves with its various programs.

Admissions. The University of South Carolina School of Medicine has no special admissions committee for minority students. All qualified applicants are admitted through the regular admissions process.

The selection process involves the comparative evaluation and review of all available application data, including MCAT scores, undergraduate academic performance, comments contained in letters of recommendation, and the results of personal interviews with members of the Admissions Committee. The opportunity for admission is greatest for legal residents of South Carolina.

The Admissions Committee is a representative and diverse group of faculty and administrators which includes members of minority groups, women and private practitioners from the community. With such a diversified membership, the committee is able to provide a thorough and sensitive review of the credentials of each applicant.

Academic Aid Programs. All students accepted into the medical program will find that because of the small class size, a close, personal relationship is maintained between the student and the faculty. This facilitates more individualized teaching and also permits early recognition of any potential or real student academic difficulties so that help may be offered as soon as necessary.

Incoming students are assigned a faculty advisor who monitors the student's academic progress and acts both as a counselor and advisor to the student. Although no special tutorial programs have been established, interested faculty are always available to aid students who encounter academic difficulty.

Student Financial Assistance. The Office of Student Affairs makes every effort to provide information and assistance to help students with their financial obligations. Qualified students who are residents of South Carolina are nominated for Graduate Incentive Fellowships, state-supported grants which require students to work one year in the state following completion of training for each year of receipt of the fellowship. Conventional routes of funding (loans, fellowships, etc.) may be available to those who apply for financial consideration. Such assistance is provided solely on the basis of need and availability of funds.

Other Pertinent Information. The School of Medicine admitted its first class of 24 students in August, 1977; current entering class size is 64 new students.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	53	29/24	—	2	2/0	—	2	2/0	—	1	1/0	—
Accepted	6	2/4	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	3	0/3	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	3	0/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	6	2/4	—	0	0/0	0	0	0/0	0	1	1/0	—
1984–85												
Applied	58	30/28	—	3	2/1	—	2	0/2	—	2	1/1	—
Accepted	8	6/2	—	1	1/0	—	0	0/0	0	1	1/0	—
Matriculated	4	4/0	—	1	1/0	—	0	0/0	0	1	1/0	—
Enrolled												
First-Year	4	4/0	—	1	1/0	—	0	0/0	0	1	1/0	—
All Years	9	6/3	—	1	1/0	—	0	0/0	0	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	1	1	4
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	1	0	2

Recruitment. Through contacts with the University of South Dakota Institute of Indian Studies we have identified several Native American students who have indicated an interest in medicine. Due to the lack of funding, a limited program is being organized to inform and assist them in their premedical years.

Admissions. The University of South Dakota School of Medicine has no special admissions committees for minority applicants. However, applications from minorities are encouraged and every effort is made to assist the minority student to become a successful applicant.

Academic Aid Programs. At present there are no special academic aid programs.

Summer Programs. The School of Medicine does not offer summer reinforcement programs.

Student Financial Assistance. The medical school will waive the application fee upon request and presentation of reasonable evidence of need.

Other Pertinent Information. Any Native American who is an enrolled member of a South Dakota tribe will be considered a South Dakota resident regardless of the applicant's current residency.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	11	8/3	0	6	3/3	33	7	7/0	14	1	0/1	100
Accepted	0	0/0	0	1	0/1	100	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	1	0/1	100	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	1	0/1	100	0	0/0	0	0	0/0	0
All Years	0	0/0	0	1	0/1	100	0	0/0	0	0	0/0	0
1984-85												
Applied	5	3/2	0	7	6/1	71	6	4/2	16	2	1/1	0
Accepted	0	0/0	0	1	1/0	100	1	1/0	100	0	0/0	0
Matriculated	0	0/0	0	1	1/0	100	1	1/0	100	0	0/0	0
Enrolled												
First-Year	0	0/0	0	1	1/0	100	1	1/0	100	0	0/0	0
All Years	0	0/0	0	2	1/1	100	1	1/0	100	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	0	0	0
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

[illegible]
East Tennessee State University
Quillen-Dishner College of Medicine
P.O. Box 19900A
Johnson City, Tennessee 37601-0002
(615) 929-6356

Recruitment. The Quillen-Dishner College of Medicine at East Tennessee State University actively seeks applications from minority and disadvantaged groups. Representatives from the Office of Student Affairs conduct visitation and career day programs at many college campuses across Tennessee. This institution is also an active participant in the Pre-Medical Enrichment Programs at both East Tennessee State University and at the University of Tennessee at Knoxville.

Admissions. The application and admissions process for all prospective students is the same. The Admissions Committee at this school emphasizes undergraduate GPA, MCAT scores, clinical experience, and non-scholastic achievement. Other criteria for admission include integrity, high scholastic achievement, leadership ability, maturity, intellectual curiosity, and sound motivation.

The Admissions Committee at this institution is composed of representatives from the College of Medicine staff, the undergraduate faculty at East Tennessee State University, the local Veterans Administration Medical Center staff, the Tri-Cities community, and enrolled medical students. These members take part in training and exercises which help improve their skills in analyzing the applications of minority students with the help of both cognitive and non-cognitive variables.

Academic Aid. The College of Medicine has implemented a highly effective system of student advisement. The first line of advisement involves contact between the students and the teaching staff. Secondly, students are allowed to select a faculty member for advisement in their basic and clinical sciences and a faculty advisor for senior elective advisement. A third point of contact is offered through the Office of Student Affairs. This office staff includes an Assistant and Associate Dean who assist students in academic and personal areas. In addition, the College has implemented a week-long bridging program for all entering students as well as a four week long voluntary prematriculation program for minority and disadvantaged students. These prematriculation programs enhance the student's academic skills prior to beginning the curriculum.

An optional program under which students may complete the first two years of the curriculum over a three-year period is also available. Students may elect to take this program of their own initiative or may be directed to the program at the recommendation of either the Admissions Committee or the Student Promotions Committee. Other academic support programs include tutorial services and special courses geared toward improving such basic skills as test taking, reading, time management, and study skills.

Summer Programs. The Quillen-Dishner College of Medicine participates in the Pre-Medical Enrichment Programs offered each summer at East Tennessee State University and at the University of Tennessee at Knoxville. These programs are aimed at enhancing the applications of those minority and disadvantaged students who are interested in pursuing a career in the health professions. The College of Medicine sponsors a one-day visitation to the campus where the students have the opportunity to tour the facilities and to discuss the process of application and admissions and professional/technical assistance as requested. The college attempts to give students exposure to faculty, staff, students and administrative personnel as well as the entire admissions committee in these visits.

Student Financial Assistance. The Quillen-Dishner College of Medicine is authorized to provide state and federal financial assistance to minorities under the guidelines set forth by the various programs. The supplemental information fee (application fee) may be waived by action of the Admissions Committee upon the written request of the applicant, provided that an American Medical College Application Service (AMCAS) fee waiver has been granted. In recent years the Tennessee Higher Education Commission has also provided scholarships to a limited number of black students.

Meharry Medical College School of Medicine

Address inquiries to
Dr. James Story
Dean of Admissions
Meharry Medical College
School of Medicine
1005 D.B. Todd Blvd.
Nashville, Tennessee 37208
(615) 327-6223

Recruitment. Recruitment is done primarily at the undergraduate college level. Visitations, seminars, and interviews are conducted on various college campuses and in communities as requested by the institutions or organizations. Visits are accepted from premed clubs of both undergraduate colleges and high schools. A summer Bio-Medical Sciences program is conducted annually on the Meharry Medical College (MMC) campus.

Recruitment is conducted by a committee from the MMC, chaired by the Dean of Admissions, and composed of students, faculty, and administrators. Visitations are usually done by teams from Meharry.

Admissions. The School of Medicine utilizes only one Admissions Committee for the selection of all students. Applicants are selected on a competitive basis based on scholarship, character, personality, and general fitness to study medicine. This is done by careful evaluation of the material each applicant submits—GPA, MCAT scores, and professional committee recommendations. Of special interest are grades in English, general biology, general chemistry, organic chemistry and general physics.

Although there are no strict geographical limitations, preferential consideration is given to qualified applicants from states that contract to subsidize the education of their citizens at Meharry. Special empathy is held for minority groups and disadvantaged applicants of all origins.

Academic Aid Programs. Any student who experiences difficulty at Meharry can expect assistance from the faculty as necessary. At the end of the first month, students are evaluated and advised whether or not to accept a reduced load. Also at the end of each Block examination, each department checks to see if any student is having difficulty. If so, he/she is assigned to a faculty advisor for tutorial sessions.

Summer Programs. Meharry Medical College offers two summer programs that extend for eight weeks. The Research in Biomedical Sciences (RIBS) Program promotes the entry of minority undergraduate students into graduate programs leading to research and/or teaching careers in the biomedical sciences. It consists of a didactic phase and a research participation phase. The didactic phase includes intensive mini-courses in math and science, laboratory experiences and scientific communications. This phase is designed for a single summer session, typically following the first year of college. In the research participation phase, the participant spends 80 to 90 percent of his/her time under the supervision of a preceptor. This phase follows the sophomore and junior years of college.

The Biomedical Sciences Program (BSP) is designed to increase the number and participation of minority group students in the health professions. It includes courses in math and science, laboratory experiences, counseling sessions, tours and other educational experiences. Students usually participate in this program during the first three summers of premedical undergraduate training.

The RIBS program and the BSP include other activities such as seminars by medical and dental practitioners, exposure to hospital environment, demonstration of basic research procedures and recreational activities. The courses and/or the research participation only complement undergraduate college work. No college credit is conferred by Meharry Medical College for any of these activities. Each RIBS participant earns $1,000. Travel, room, meals, and tuition are financed by the program. Likewise, the BSP has some funds available for these purposes. Participants are not permitted to hold outside jobs while in any of these programs.

For application forms or additional information write to: The RIBS Program or The Biomedical Sciences Program, Graduate School, Meharry Medical College, Nashville, Tennessee 37208.

Student Financial Assistance. Application fee waiver requests are considered on an individual basis. No special funds are provided for interview trips, but in certain circumstances interviews are conducted off campus.

An office of financial aid is available to assist students in securing awards, loans, and fellowships.

The University of Tennessee, Memphis
The Health Science Center
College of Medicine

Address inquiries to
Leroy O. Moore
Assistant Dean for Students
University of Tennessee, Memphis
The Health Science Center
800 Madison Avenue
Memphis, Tennessee 38163
(901) 528-5526

Recruitment. The College of Medicine maintains a long-term, continuing program for minority and disadvantaged student recruitment. As a means of identifying students, referral information is requested from high school principals, counselors, college pre-med advisors, and educational referral agencies. Further, admissions and financial aid representatives for each of the six colleges of the University of Tennessee, Memphis make regular high school and college visits. Once students are identified, they are tracked throughout their educational experience. Academic progress is monitored; counsel and reinforcement are provided for career decisions; and close association with our faculty and students is encouraged through numerous on-campus educational enrichment experiences.

Students' developing interest, motivation, and knowledge about the health profession are stimulated by (1) yearly health profession publications and newsletters; (2) on-campus visitation programs, including tours, seminars and study skills workshops; (3) and summer work experience in our laboratories and clinics.

The College of Medicine is committed to increasing the number of minority graduates who will enter the medical profession.

Admissions. In addition to the regular Admissions Committee, a subcommittee composed of the Chairman of the Admissions Committee and minority members of the Admissions Committee reviews the applications of all minority students prior to being presented to the entire selection committee.

Academic Aid Programs. The Learning Skills Laboratory of UT, Memphis provides academic support for undergraduates throughout their training. This program offers individual laboratory assessments of learning difficulties, as well as an integrative program of skill development in reading, time management, problem-solving, note-taking, test-taking, and memorizing. Computer-assisted instruction, based on the curriculum, is available in large-group, small-group, and individual sessions. Tutorial assistance is also available at no charge.

An active, voluntary Faculty Advisory System is also available. This system assigns one basic scientist and one clinical faculty member to each entering student for the duration of his training. Advisors serve as ombudsmen and are available for guidance and help with personal, academic, and professional student concerns.

Summer Programs. The University of Tennessee, Memphis sponsors a minority summer program which is designed to (1) promote greater interest in health professions, (2) enhance students' competitiveness as applicants to the College of Medicine and (3) contribute to their success in the medical curriculum. The Tennessee Minority Health Careers Program (8 weeks) identifies rising high school juniors and seniors and facilitates their interest in dentistry, pharmacy, medicine and the allied health professions. Students generally are exposed to clinical activities, research opportunities, and academic experiences in the basic sciences. Currently, 78 minority high school students are participants in this program.

Tuition and fees are provided, along with funds to cover expenses of student participants.

While the College of Medicine does not sponsor a post-baccalaureate program, on-campus enrichment activities will be available throughout the year in 1986 for high school and undergraduate students who participate in its minority tracking and recruitment programs.

Student Financial Assistance. Financial aid for all students at UT, Memphis is based on need. These needs are met through scholarships, grants, loans, and work-study. The financial aid officers, through a combination of these means, have been successful in supplying enough assistance to complete degree programs. Also, the University participates in the Tennessee Conditional Grant Program which offers a limited number of full four-year scholarships for entering black students. These awards include full tuition and a $4,000 annual stipend for living expenses for residents of Tennessee. Awards will be made each year pending continuing legislative appropriation.

Other Pertinent Information. Applications are encouraged from residents of Tennessee and its contiguous states (Alabama, Arkansas, Georgia, Kentucky, Mississippi, Missouri, North Carolina, and Virginia). The application deadline is October 15th of the year preceding admission.

Vanderbilt University School of Medicine

Address inquiries to
Richard M. Scott
Assistant Dean of Student Services
Vanderbilt University
School of Medicine
Nashville, Tennessee 37232
(615) 322-2145

Recruitment/Admissions. Special activities are designed to facilitate enrollment of minority and disadvantaged students. A Black American faculty member is included on the Admissions Committee. Close contact is made with all minority and disadvantaged students through minority students already enrolled in Vanderbilt University. Contact is made regularly with those schools where special courses are given for the educational enrichment of minority students. Where necessary, due to financial problems, candidates who seem specially well qualified among minority applicants are invited to come to Vanderbilt and their transportation is paid for so that they may be interviewed on the campus and may have an opportunity to see the medical school before they make a decision regarding matriculation. Candidates eligible for an AMCAS fee waiver are ordinarily approved for waiver of the secondary application fee. Consideration is given to the disadvantages of cultural background in considering candidates among minority groups.

Student Financial Assistance. The ability of an applicant to finance his or her medical education is not considered as one of the criteria for the final selection. The Committee on Admissions has no information regarding the financial problems of any of the candidates. After the selection has been made and an invitation has been sent to the student, arrangements regarding financial aid are made between the Assistant Dean of Student Services and the candidate.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	73	37/36	—	3	1/2	—	7	5/2	—	5	3/2	—
Accepted	8	3/5	—	1	0/1	—	0	0/0	0	0	0/0	0
Matriculated	5	2/3	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	5	2/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	11	5/6	—	0	0/0	0	0	0/0	0	0	0/0	0
1984-85												
Applied	81	39/42	—	6	4/2	—	2	1/1	—	4	3/1	—
Accepted	7	2/5	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	5	1/4	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	5	1/4	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	15	6/9	—	0	0/0	0	0	0/0	0	0	0/0	0

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86
Black American	1	2	3
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	826	426/400	—	12	5/7	—	12	7/5	—	5	3/2	—
Accepted	111	63/48	—	1	0/1	—	1	0/1	—	0	0/0	0
Matriculated	54	30/24	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	88	47/41	—	0	0/0	0	2	2/0	—	0	0/0	0
All Years	336	208/128	—	3	3/0	—	3	2/1	—	3	2/1	—
1984-85												
Applied	1527	775/752	—	13	8/5	—	46	36/10	—	33	20/13	—
Accepted	120	65/55	—	1	0/1	—	0	0/0	0	1	1/0	—
Matriculated	49	30/19	—	1	0/1	—	0	0/0	0	1	1/0	—
Enrolled												
First-Year	62	39/23	—	1	0/1	—	0	0/0	0	1	1/0	—
All Years	305	183/122	—	4	3/1	—	3	3/0	—	3	2/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	79	70	77
American Indian	0	3	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	1	0	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	33	16/17	100	2	1/1	100	5	4/1	100	1	1/0	100
Accepted	13	5/8	100	1	0/1	100	1	1/0	100	0	0/0	0
Matriculated	6	2/4	100	1	0/1	100	0	0/0	0	0	0/0	0
Enrolled												
First-Year	6	2/4	100	1	0/1	100	0	0/0	0	0	0/0	0
All Years	10	5/5	100	1	0/1	100	0	0/0	0	0	0/0	0
1984-85												
Applied	34	15/19	100	2	0/2	100	5	4/1	0	2	2/0	100
Accepted	4	2/2	100	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	3	2/1	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	5	2/3	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	10	5/5	100	1	0/1	0	0	0/0	0	0	0/0	0

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	1	1	2
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Baylor College of Medicine

Address inquiries to
Dr. Major W. Bradshaw
Associate Dean
Baylor College of Medicine
Texas Medical Center
Houston, Texas 77030
(713) 790-4600

Recruitment. Baylor has an active program of visiting colleges and secondary schools to seek out and to inform individuals from groups underrepresented in medicine about career opportunities. Faculty, medical students, and administrators participate in this recruitment effort. Individuals and school groups are also encouraged to visit the campus and participate in organized tours conductd by medical students.

Admissions. The Admissions Committee is composed of faculty and students, several of whom are members of groups underrepresented in medicine. Applicants are evaluated on a broad range of criteria including personal characteristics as well as academic history. Since 1971, a significant percentage of each year's entering classes have been minority group students underrepresented in medicine.

Academic Aid Programs. Each basic science department offers tutorial assistance and individual conferences for students encountering academic difficulty. Educational consultation to provide assistance with reading and study skills is also available.

Summer Programs. Each summer since 1969, Baylor has conducted a summer program for undergraduate college students who are members of groups underrepresented in medicine. This program acquaints participants with the medical school environment, improves their mastery of the basic premedical sciences, and emphasizes interviewing and application completion. Participants interact with role models and are introduced to the medical school admissions process. In addition to the part time medically-related work experience, opportunities are provided for observation of a variety of health care delivery activities.

Student Financial Assistance. The application fee will be waived for applicants from families that are economically disadvantaged. Interviews are conducted only on the campus in Houston and limited financial assistance is available to assist economically disadvantaged applicants with transportation expenses.

Financial assistance is available for medical students who can demonstrate financial need. Both scholarship and loan sources are available.

Texas A & M University
College of Medicine

Address inquiries to
Dr. William E. Ward
Associate Dean for Student Affairs
Texas A & M University
College of Medicine
College Station, Texas 77843
(409) 845-7743

Recruitment. Letters describing our medical education program are sent to identified minority students who are high school seniors, who are applying to Texas A&M University, and who have indicated an interest in Medicine. During the year, members of the School Relations Office (Admissions) of the University visit the State's high schools. In the fall, a campus-wide career day is held, and the College of Medicine and medical students participate by providing information regarding requirements for Medicine. The College of Medicine holds "open house" in the fall for area colleges, including two predominately Black colleges. All students take an active part in recruiting activities. In addition, a scholarship program has been established by the University for gifted minority students. These premeds are encouraged to apply to the College of Medicine.

Admissions. Minority applicants are considered along with other applicants. Assessment of applicants is based on academic record, pattern of academic performance, extracurricular activities, motivation and demographic and ethnic background. The Admissions Committee consists of faculty representation from the Basic and Clinical Sciences. Forty-eight students matriculate each year.

Academic Aid Programs. Students in academic difficulty may receive assistance from faculty members and students. Review sessions may be scheduled in particular disciplines. Specific remedial work may be assigned on an individual basis if necessary.

Summer Programs. The College of Medicine currently has a summer orientation program for minority high school students interested in Medicine. The College recently was funded by a Health Careers Opportunity grant to provide a summer experience for disadvantaged college students. The project includes as objectives facilitating entry into Medicine, student recruitment, and preliminary education for prematriculants. The program will be conducted primarily during the summers of 1986, 1987, and 1988.

Student Financial Assistance. Financial assistance is provided on the basis of need, and several academic merit scholarships are available. All financial assistance is subject to availability of funds.

Texas Tech University Health Sciences Center School of Medicine

Address inquiries to
Vonda K. Somerville
Registrar
Texas Tech University
Health Sciences Center
School of Medicine
Lubbock, Texas 79430
(806) 743-2300

Recruitment. Texas Tech University Health Sciences Center School of Medicine is responsive to both the health care needs of the area it serves and to the need for involvement of minority and disadvantaged groups in health professions. The School of Medicine has a sincere desire to identify at the earliest stage of undergraduate training, the highly motivated and academically qualified students.

Minority students enrolled in our school act as recruiters and promoters by talking with potential applicants when they visit our school and at Pre-med meetings. Minority applicants are always encouraged to visit our medical school and talk with faculty and students. Representatives of the Admissions Council have annually attended the Texas Association of Health Professions Advisors Meeting. There is also regular participation in workshops for minority recruitment and a schedule for visits to campuses with significant numbers of minority students.

Admissions. The Admissions Council of Texas Tech University Health Sciences Center School of Medicine is composed of basic science faculty, clinical faculty and students. Minorities are represented in each of these categories. All potentially acceptable minority applicants are invited for interviews and receive full council consideration. While all applicants are subjected to standard admission procedures and policies, each applicant is reviewed with careful attention to background and extenuating conditions.

Academic Aid Programs. The Admissions Council accepts only those students considered to be capable of proceeding through the curriculum without problems. All students have the opportunity for individual instruction, remediation, and extra help from the faculty. Flexible programs are designed for all students encountering academic difficulties as appropriate.

Our school has a tutorial program which is designed to help students with their individual needs. The program helps to identify student difficulties at an early period so that academic help will be profitable. The tutorial team program provides each student with a faculty mentor who acts as the ombudsman or counselor in informal settings.

Student Financial Assistance. Texas Tech University Health Sciences Center School of Medicine personnel believe that no student should be denied a medical education due to lack of funds. A disadvantaged scholarship fund has been implemented for assistance during the freshman year. No student or prospective student shall be excluded from participation in or be denied the benefits of any financial aid program on the basis of race, color, national origin, religion, or sex.

The admissions application fee may be waived if requested by the minority applicant. All students receive financial assistance in accordance with demonstrated need. Financial capability does not enter into the student selection process, neither is the lack of personal funds permitted to interfere with the completion of medical school education. The needs analysis is determined through use of the Graduate and Professional School Financial Aid Service.

Other Pertinent Information. Texas Tech University Health Sciences Center School of Medicine's primary commitment is to students who are residents of Texas. Therefore, preference is given to minority applicants who qualify as Texas residents.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	161	84/77	—	11	6/5	—	28	14/14	—	10	9/1	—
Accepted	7	7/0	—	0	0/0	0	1	0/1	—	0	0/0	0
Matriculated	3	3/0	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	3	3/0	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	12	8/4	—	0	0/0	0	0	0/0	0	0	0/0	0
1984-85												
Applied	125	62/63	—	18	14/4	—	19	12/7	—	16	11/5	—
Accepted	5	1/4	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	1	0/1	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	0/1	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	10	7/3	—	0	0/0	0	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	3	4	2
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	118	55/63	—	16	9/7	—	103	59/44	—	13	5/8	—
Accepted	8	7/1	—	2	1/1	—	18	10/8	—	0	0/0	0
Matriculated	2	2/0	—	1	0/1	—	11	8/3	—	0	0/0	0
Enrolled												
First-Year	6	5/1	—	1	1/0	—	13	9/4	—	0	0/0	0
All Years	19	8/11	—	2	1/1	—	62	45/17	—	0	0/0	0
1984-85												
Applied	114	51/63	—	14	7/7	—	107	75/32	—	12	7/5	—
Accepted	11	5/6	—	1	0/1	—	17	13/4	—	1	1/0	—
Matriculated	4	2/2	—	1	0/1	—	9	6/3	—	1	1/0	—
Enrolled												
First-Year	4	2/2	—	2	0/2	—	9	6/3	—	1	1/0	—
All Years	20	10/10	—	2	0/2	—	47	33/14	—	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	3	5	6
American Indian	1	0	0
Mexican American/Chicano	15	18	9
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	29	16/13	83	11	8/3	82	43	22/21	98	3	1/2	33
Accepted	4	3/1	100	2	1/1	100	4	4/0	100	0	0/0	0
Matriculated	4	3/1	100	0	0/0	0	1	1/0	100	0	0/0	0
Enrolled												
First-Year	4	3/1	100	0	0/0	0	1	1/0	100	0	0/0	0
All Years	4	3/1	100	1	0/1	100	3	3/0	100	0	0/0	0
1984–85												
Applied	55	30/25	85	4	2/2	100	69	49/20	96	5	5/0	40
Accepted	6	4/2	100	0	0/0	0	9	7/2	100	0	0/0	0
Matriculated	2	1/1	100	0	0/0	0	2	2/0	100	0	0/0	0
Enrolled												
First-Year	3	2/1	100	0	0/0	0	2	2/0	100	0	0/0	0
All Years	6	4/2	100	1	0/1	100	5	5/0	0	0	0/0	0

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	0	0	0
American Indian	0	0	1
Mexican American/Chicano	0	1	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/Women	% State Residents	Total	Men/Women	% State Residents	Total	Men/Women	% State Residents	Total	Men/Women	% State Residents
Applied	22	12/10	100	8	7/1	100	73	49/24	100	4	3/1	100
Accepted	2	1/1	100	2	2/0	100	19	13/6	100	0	0/0	0
Matriculated	1	1/0	100	0	0/0	0	9	5/4	100	0	0/0	0
Enrolled												
First-Year	2	2/0	100	0	0/0	0	10	6/4	100	0	0/0	0
All Years	5	4/1	100	0	0/0	0	33	22/11	100	0	0/0	0
1984-85												
Applied	41	19/22	100	4	3/1	100	71	49/22	100	2	2/0	100
Accepted	3	3/0	100	2	2/0	100	12	8/4	100	1	1/0	0
Matriculated	1	1/0	100	0	0/0	0	3	2/1	100	0	0/0	0
Enrolled												
First-Year	1	1/0	100	0	0/0	0	3	2/1	100	0	0/0	0
All Years	5	5/0	100	0	0/0	0	30	20/10	100	0	0/0	0

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	1	0	2
American Indian	0	0	0
Mexican American/Chicano	6	10	5
Mainland Puerto Rican	0	0	0

The University of Texas Southwestern Medical School at Dallas

Address inquiries to
Dr. Bryon Williams
Associate Dean for Student Affairs
The University of Texas
Health Science Center at Dallas
Southwestern Medical School
5323 Harry Hines Boulevard
Dallas, Texas 75235
(214) 688-2168

Recruitment. Each year, members of the faculty (primarily members of the Admissions Committee) make numerous visits to the undergraduate campuses throughout the state of Texas. During these visits, meetings with premedical students are held to discuss questions and problems of both general and specific natures. It is not unusual for these visits to include a meeting with groups of minority premedical students. Several of these visits are to predominantly Black colleges in the state of Texas. Additionally, every effort is made to arrange opportunities for minorities to visit the Southwestern Medical School campus to see the facilities and to talk with faculty and students.

Admissions. All admissions decisions are made by a single admissions committee. This committee participates in all screening of minority applications and decides which candidates should be invited for interviews and which ones will be offered places. The admissions policies dictate that a decision be reached for each applicant separately, taking into account the breadth of considerations for each application.

The Admissions Committee carefully considers the complete background of each applicant including those disadvantages often faced by many minorities.

Academic Aid Programs. Academic or tutorial assistance at Southwestern is an individually tailored program. Students are advised that there are many avenues open to them should they encounter problems of any sort. They are encouraged to use them and from all indications they respond. Students in academic difficulty are most often identified early and tutorial or special programs are arranged to meet the individual needs of the students. Recently, modifications in the curriculum have been incorporated to assist and accommodate students having serious difficulty. There is ample flexibility in the curriculum to meet students' needs on an individual basis.

Student Financial Assistance. Waiver of the application fee to University of Texas Medical Schools can be solicited from the Medical and Dental Application Center and is granted in extreme cases. Southwestern is unable to provide financial assistance for interview trips to any students. Should the student not be able to make the trip to Dallas for an interview, the Admissions Committee will accept an interview from another medical school.

The University of Texas Medical School at Galveston

Address inquiries to
Dr. Daniel Trevino
Assistant Dean for Student Affairs
and Admissions
G210 Ashbel Smith Bldg., M17
University of Texas
Medical School at Galveston
Galveston, Texas 77550
(409) 761-3256

Recruitment. The University of Texas Medical Branch at Galveston is especially aware of the need to train and graduate increased numbers of minority physicians.

The Office of Special Programs, an integral part of the Office of the Dean of Medicine, conducts regular visits to undergraduate colleges in Texas to discuss medical education opportunities for minorities with students and their premedical advisors. The Office also coordinates the Medical School Familiarization Program.

The President of UTMB has appointed an alumni committee of minority graduates of UTMB. This committee is actively engaged in the identification and recruitment of minority students, and advises the Office of Special Programs on their recruitment programs.

Admissions. All applicants are considered by the 12 member Committee on Admissions. Special attention is paid to both the cognitive and non-cognitive attributes of each applicant. Each applicant selected to be interviewed receives two separate interviews while on campus. The Admissions Committee makes a special effort to ensure that each minority applicant is interviewed by at least one minority interviewer. It is hoped that this procedure will enhance the information base available to the Admissions Committee members in making their selection.

Academic Aid Programs. Academic aid programs at UTMB are available to all enrolled students. Our Basic Science Alternate Program gives freshman medical students who experience academic difficulty an option of reducing their course load so as to spread the first year of medical school over a two-year period. This flexible curriculum enhances the adjustment of many students to the rigorous demands of the medical curriculum with minimal problems. The slower pace usually results in a more solid comprehension of the basic science curriculum with the results being a better performance in most advanced courses.

A number of academic support services have been developed specifically to aid medical students in attaining academic success. Students can be assisted in defining problems, enhancing comprehension and enhancing study skills and study strategies. Individual and group instruction is provided in learning strategies, time management, test-taking skills and other academic skills.

The Peer Tutorial Program in the Basic Sciences provides free tutoring to students needing additional assistance by graduate students and advanced medical students. (These academic support programs are funded in part by a grant from the Health Careers Opportunity Program).

Summer Programs. The Medical School Familiarization Program is designed to acquaint rising juniors and seniors in college to the rigors and demands of a medical education. It accepts 30 minority and/or disadvantaged premedical students yearly and exposes them to the medical school environment. During the four weeks, students receive didactic instruction in the basic sciences and go on clinical rounds with senior medical students at UTMB. In addition, students receive instruction in MCAT preparation, interviewing skills and study skills, are exposed to medical specialty clinics, and attend seminars in health care delivery provided by various invited medical practitioners.

Student Financial Assistance. Financial assistance is available to all students who demonstrate need. A number of scholarships are available including the Jeane B. Kempner Scholarships for minority medical students.

The University of Texas Medical School at Houston

Address inquiries to
Jacqueline Smith, J.D.
Director, Student Support Program
The University of Texas Medical School at Houston
Office of Admissions/Student Affairs
6431 Fannin, MSMBG.024
Houston, Texas 77030
(713) 792-5518

Recruitment. The recruitment activities of the University of Texas Medical School at Houston is the responsibility of the Associate Dean for Admissions and the Student Support Program. Their responsibilities in this area include early identification and continuous career development for potential applicants to the school. Their efforts are employed through "field" visits to colleges, universities and junior colleges, and orientation visits to the medical school.

Admissions. Minority or disadvantaged applicants participate in the same admissions process as any other applicant applying to this school. Each applicant's file is prescreened and those applicants whose applications indicate a potential for success in medicine are invited for an interview.

The Admissions Committee, which is composed of basic science and clinical faculty, makes the final decision on each interviewed applicant. The Committee takes into consideration the following criteria in reviewing minority applicants: noncognitive variables, such as positive self-concept, determination, and independence; MCAT score of the applicant as it compares to the percentile score of the applicants' specific ethnic group; and commitment of the applicant to his/her specific ethnic group.

Academic Aid Programs. The Academic Enrichment and Reinforcement Program seeks to maximize retention of enrolled students by providing comprehensive educational and personal reinforcement services. This program provides the following services to any student enrolled at the school: academic and personal counseling, basic study skills, tutorial sessions, and management of time seminars.

Summer Programs. The Summer Enrichment Program at the University of Texas Medical School at Houston is an eight-week intensive educational experience for minority and economically disadvantaged students who are interested in pursuing a medical career. The curriculum includes an undergraduate course in biochemistry, courses in study skills and medical terminology, health related seminars, mock interviews, and hospital based rotations.

The requirements for college students to participate in this summer program are: one year or college biology, physics, math, chemistry, and one semester of organic chemistry.

Interested students should contact: Ms. Jacqueline Smith, Director, UTHSCH Summer Enrichment Program.

Student Financial Assistance. Financial aid is available primarily in the form of loans. Students with outstanding credentials are automatically considered for our Faculty Scholarship Award.

University of Texas Medical School at San Antonio

Address inquiries to
Dr. Leonard E. Lawrence
Associate Dean for Student Affairs
University of Texas at San Antonio
7703 Floyd Curl Drive
San Antonio, Texas 78284
(512) 691-6933

Recruitment. An active recruitment program is currently underway. This effort involves visits by faculty, administrative staff and students to those undergraduate campuses within the state of Texas where significant numbers of disadvantaged students have been identified. Visits to the medical school campus are encouraged in order that the disadvantaged student may become familiar with available opportunities. These visits are coordinated by the Office of Special Programs. Inquiries from Texas residents attending undergraduate school outside the state are encouraged.

Admissions. The University of Texas Medical School at San Antonio seeks to admit a class which reflects the diversity of the population. Minority applicants and disadvantaged applicants are reviewed extensively in an active effort to determine which of these candidates will be able to successfully complete the medical education curriculum. While the Grade Point Average (GPA) and the Medical College Admission Test (MCAT) score are important ingredients in the assessment process, many other factors enter into the consideration. Early educational experiences, parental influences, socio-economic factors and life experiences of the applicant are all relevant issues to be reviewed. Evidence of leadership capacities, exceptional motivation and record of past achievement, whether academic or in other life areas, are also among the factors considered.

The records of all minority applicants are reviewed extensively. Promising candidates are offered interviews. The candidates will be interviewed by two (2) members of the Admissions Committee, at least one of whom will also be a minority person. At the completion of the interview process the applicants are then discussed in detail. The ultimate selection is by the Dean of the Medical School with the concurrence of the Admissions Committee.

Academic Aid Programs. The Medical Dean's Office has developed an extensive Faculty–Advisor System. Entering students are assigned a faculty member who will function as that student's advisor for the full four (4) years of medical education. Efforts are made to assign each minority entrant to a minority faculty person, though all students have the prerogative of changing their Faculty Advisor if they so choose. The Faculty Advisor functions as a student advocate and will aid the student in finding help should problems, academic or otherwise, occur.

Additionally, the Health Science Center Counseling Service Office provides a full range of educational and learning skill development services. The Counselling Office also coordinates an extensive peer advisor system for all students.

Summer Programs. The primary objective of the summer program for premedical and predental students is to increase admission of disadvantaged minority students into medical and dental school by improving their MCAT and DAT scores. A second objective is to reinforce each student's motivation and to acquaint him/her with the environment of a health professional school.

The program consists of two (2) parts. The structured educational portion is designed to improve the students' performance on the MCAT and DAT. This includes classroom lectures, sample test-taking and self-pace study using audiovisual material. The second part is a reinforcement of the student's motivation to pursue a medical or dental career. This includes interaction with minority student and faculty role models, attendance at medical and dental lectures and conferences, and information regarding admission, curriculum and financial aid in medical and dental school. Disadvantaged and minority premedical and predental students from Texas colleges and universities have been selected to participate in this program.

Students eligible for the program are junior or senior predental and junior or senior premedical students. Students who have obtained a degree and are currently enrolled in an institution of higher education are also eligible. Participants must qualify as disadvantaged students based on a combination of factors including racial, ethnic, socioeconomic, educational or geographic background. Students must have taken the MCAT or DAT or provide evidence of having applied to take it in order to be considered for the program. Applicants should have an average GPA of about 3.0 based on a 4.0 as an "A".

During the past several years, the Health Science Center has also sponsored a summer program for minority high school students. Minority students are selected from area high schools and are offered an opportunity to work, for pay, for a ten (10 week period in one of the research laboratories within the Health Science Center. The purpose of the program is to increase the awareness of these students of opportunities which are available within the health professions arena and to perhaps provide them the motivation to pursue such careers. Candidates are recommended by local high school counselors and/or science teachers. Final selection is made by two (2) minority faculty persons.

Student Financial Assistance. Limited scholarship assistance is available. The Office of Financial Aid works closely with all students in order to identify the most effective aid package for each student. Financial assistance is not routinely available for interviews. Application fee waivers are not granted.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	106	50/56	—	17	11/6	—	153	102/51	—	8	4/4	—
Accepted	5	1/4	—	3	2/1	—	13	8/5	—	0	0/0	0
Matriculated	3	1/2	—	2	1/1	—	2	1/1	—	0	0/0	0
Enrolled												
First-Year	4	2/2	—	2	1/1	—	5	3/2	—	0	0/0	0
All Years	24	16/8	—	3	1/2	—	51	36/15	—	1	1/0	—
1984-85												
Applied	112	47/65	—	12	8/4	—	152	109/43	—	7	5/2	—
Accepted	15	9/6	—	2	2/0	—	29	23/6	—	0	0/0	0
Matriculated	6	4/2	—	0	0/0	0	21	13/8	—	0	0/0	0
Enrolled												
First-Year	6	4/2	—	0	0/0	0	22	14/8	—	0	0/0	0
All Years	24	16/8	—	3	1/2	—	65	41/24	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	5	9	6
American Indian	0	1	0
Mexican American/Chicano	19	14	18
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	108	48/60	90	17	11/6	—	158	108/50	90	8	4/4	—
Accepted	8	3/5	100	1	1/0	100	16	9/7	100	0	0/0	0
Matriculated	7	3/4	100	1	1/0	100	10	7/3	100	0	0/0	0
Enrolled												
First-Year	7	3/4	100	1	1/0	100	11	7/4	100	0	0/0	0
All Years	23	12/11	100	3	3/0	100	62	38/24	100	0	0/0	0
1984-85												
Applied	119	53/66	89	8	4/4	75	162	115/47	93	8	6/2	50
Accepted	13	8/5	100	2	0/2	100	16	15/1	100	1	1/0	100
Matriculated	12	7/5	100	1	0/1	100	12	11/1	100	0	0/0	0
Enrolled												
First-Year	14	7/7	100	1	0/1	100	14	12/2	100	0	0/0	0
All Years	28	15/13	100	4	2/2	100	55	37/18	100	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86
Black American	6	4	4
American Indian	1	0	0
Mexican American/Chicano	11	16	11
Mainland Puerto Rican	1	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	115	49/66	—	17	11/6	—	156	106/50	—	9	4/5	—
Accepted	5	3/2	—	1	1/0	—	21	13/8	—	0	0/0	0
Matriculated	2	1/1	—	1	1/0	—	16	7/9	—	0	0/0	0
Enrolled												
First-Year	8	3/5	—	1	1/0	—	18	8/10	—	0	0/0	0
All Years	23	10/13	—	4	4/0	—	51	31/20	—	3	2/1	—
1984–85												
Applied	129	52/77	—	9	4/5	—	165	118/47	—	9	6/3	—
Accepted	13	7/6	—	0	0/0	0	18	10/8	—	3	2/1	—
Matriculated	9	4/5	—	0	0/0	0	12	8/4	—	0	0/0	0
Enrolled												
First-Year	10	4/6	—	0	0/0	0	17	9/8	—	0	0/0	0
All Years	26	10/16	—	3	3/0	—	56	34/22	—	4	3/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	3	6	5
American Indian	1	2	0
Mexican American/Chicano	6	13	14
Mainland Puerto Rican	0	3	0

University of Utah
School of Medicine

Address inquiries to
Herman Hooten, MSW
Director of Minority Affairs
University of Utah
School of Medicine
50 North Medical Drive
Salt Lake City, Utah 84132
(801) 581-6369

Recruitment. The University of Utah School of Medicine recruits minority applicants through present and former students, personal visits, and direct mail. An HCOP funded project to identify and assist the entry of minority applicants from the Intermountain Region (Utah, Idaho, Wyoming, Montana) will begin September 1, 1985. This program's primary objective is to increase the number of successful applications to the School of Medicine from the colleges and universities in this region. Additional student identification is accomplished through the Med-Mar listings received from the American Medical College Admissions Service (AMCAS).

Admissions. The University of Utah has no quotas of any kind for minority applicants. We recognize that minority physician shortages exist in the United States and are committed to redress these inequities through Affirmative Action. As part of this effort, the Simulated Minority Admissions Exercise, constructed by the Association of American Medical Colleges, is conducted for our Admissions Committee each year in order to provide them with a realistic method of assessing minority applicants. As a result, Admissions Committee members are better able to utilize non-cognitive characteristics in their selection of successful minority applicants. The Admissions Committee is made up chiefly of members of the School of Medicine faculty with participation by students and community physicians.

Applications may be obtained and completed through the American Medical College Admissions Service (AMCAS). Students who are eligible for our affirmative action program may apply through either the early decision or regular programs.

Academic Aid Programs. Academic aid programs planned for the coming year include a learning skills workshop for all entering students and National Board preparatory tutoring for minority students prior to both parts I and II of the National Boards. Tutorial programs are available to all students in both basic and clinical sciences. The School of Medicine is committed to make every effort to graduate every student admitted. Since 1974, 58 of 66 eligible ethnic minority physicians have graduated. A peer counseling program is used to provide freshman and sophomore students with aid from senior students.

Summer Programs. The University of Utah School of Medicine and the Ethnic Minority Health Science Center have operated Summer Enrichment Programs since 1977. These programs were funded through HCOP until 1984. The program provided math and science coursework as well as practical research or hospital experience for 20 students entering the undergraduate program. The 1985 program has been expanded to include 60 additional high school sophomores and juniors in the nine-week summer experience. It has targeted Hispanic, Native American, and other ethnic minority groups (Black, Puerto Rican, and Polynesian) in Utah, Southern Idaho and North Arizona. This program is funded through a grant by the Robert Wood Johnson Foundation.

An HCOP-sponsored program will bring 36 college juniors to the School of medicine for a three-week workshop. This workshop will provide assistance in preparing for the application process to medical school. These students will be from twelve colleges and universities in Utah, Idaho, Wyoming, and Montana.

These two programs are specifically designed to increase the number of minority matriculants to the School of Medicine.

Student Financial Assistance. As part of our commitment to redress physician shortages among minority groups, the School of Medicine makes every effort to meet the financial needs of economically underprivileged students. This is done by a combination of scholarships and loans to meet the student's need as determined by the University Financial Aid Office. In addition, assistance is available to students interested in applying for National Health Service Corps or military programs.

University of Vermont College of Medicine

Address inquiries to
Dr. David M. Tormey
Associate Dean for Admissions
and Student & Curricular Affairs
University of Vermont
College of Medicine
Given Bldg.
Burlington, Vermont 05405
(802) 656-2154

Recruitment. This year we have established a program identifying minority students who are high school seniors and potentially interested in medicine. These students have expressed interest in attending the University of Vermont as undergraduate students. A four-week summer program prior to college entrance has been arranged. During this time the students are tested for strengths and weaknesses in reading, writing, mathematics and science. They are tutored and given counseling about appropriate courses. They also spend some time in research laboratories in the medical school. We will continue to work with these students during their time as undergraduates to foster their interest in medicine and to help them achieve the academic credentials necessary for medical school. This program is jointly run by the Dean of Students Office of the undergraduate university and the Dean of Admissions Office in the College of Medicine.

Admissions. All applications for admission are screened for minority status. If a minority candidate has a grade average of 3 or better and MCAT scores of around 8, he/she will be requested to send a secondary application and will be considered for an interview. Funds are available to help pay for travel expenses, if necessary. The Admissions Committee looks for indications of motivation for medicine, ability to work with people and the academic ability to master the studies required of our students.

Academic Aid Programs. Since our medical school is small, we have extensive interaction between faculty and students. The faculty is very willing to help students who need extra attention and other students in the class are also helpful.

Summer Programs. The summer program for undergraduate students has been described under "recruitment."

Student Financial Assistance. Application fee will be waived if the applicant receives a waiver of fee from AMCAS. Financial help to defray the expenses of travel for the interview is available. Using a combination of federal loans and University funds, the University makes every attempt to meet the financial needs of minority or disadvantaged students.

Eastern Virginia Medical School

Address inquiries to
Mrs. Maxine Whitehead
Assistant Dean for Minority
and Women's Affairs
Eastern Virginia Medical School
P.O. Box 1980
700 Olney Road
Norfolk, Virginia 23501
(804) 446-5869

Recruitment. Eastern Virginia Medical School (EVMS) accepted its first class in October, 1973. With the entering class of 1984 the school converted from a three year program to the traditional four year program in medical education.

Faculty, administrators and students make visits to area high schools upon request and participate fully in career day activities. Counselors, students and science teachers make periodic visits to the EVMS campus for tours and orientation.

All college campuses in the state are visited with advance invitations sent to minority students in health curricula to meet with the representatives.

Recruitment of under-represented minority group students to EVMS is an ongoing activity. Predominantly black college campuses in and out of the state are visited by administrators and/or faculty annually. Student alumni often accompany them. A pre-health coalition of advisors from these schools has been established to afford the exchange of information and professional services between EVMS and the undergraduate institutions.

The Assistant Dean for Minority and Women's Affairs and the Associate Dean for Admissions collaborate in coordinating all recruitment efforts.

Admissions. Eastern Virginia Medical School does not have a separate disadvantaged student admissions committee. The disadvantaged students are evaluated by the same criteria that are used to evaluate other applicants. All applicants are evaluated with respect to their socio-economic background.

EVMS's admissions emphasis is divided between academic performance (GPA and MCAT), students' experiences in clinical/medical/health-related areas, and commitment to humanistic approaches to medicine. The Admissions Committee is composed of basic science faculty members, community clinical science faculty, and administrators. Workshops for premed advisors throughout the state and invitees from surrounding area colleges are held semi-annually. Admissions criteria, the selection process and counseling strategies are addressed with a tour of the facility given in an effort to familiarize premed advisors with EVMS.

Academic Aid Programs. Matriculants are counseled to seek academic reinforcement from the teaching faculty and the student advisors. Special tutorial sessions are arranged through departmental chairmen. Each entering student is assigned a faculty advisor who acts as a resource in helping students with problems of either an academic or a personal nature. The advisor system is coordinated through the Office of Student Affairs. Any special problems are addressed by the Assistant Dean for Minority and Women's Affairs and/or the Assistant Dean for Student Affairs. In addition, students receive counseling and direction through the Human Values in Medicine Program. Flexible curriculum schedules may be devised at the request of the student or if deemed necessary by the Student Progress Committee.

Summer Program. The eight-week long Work and Study Summer Program for minority students is designed to identify students (particularly native Virginians) who have demonstrated both interest and aptitude in medicine. Rising juniors and seniors in college are the main targeted audience, but college grads are often considered.

The Program accepts ten students. Students take courses similar to the medical school freshman class, do supervised research with a faculty member, and have clinical experiences with minority (mainly Black) physicians in the area. Contact person: Assistant Dean for Minority and Women's Affairs.

Student Financial Assistance. If AMCAS grants an application fee waiver, EVMS does also. EVMS participates in HPSL, NSL and EFN, all awarded to students on the basis of demonstrated need. There are no loan or scholarship funds restricted to any ethnic minority group. All State and EVMS funds are awarded in the same manner. All minorities are encouraged to apply to NMF.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	104	44/60	—	17	11/6	—	163	111/52	—	9	4/5	—
Accepted	9	6/3	—	4	3/1	—	24	17/7	—	2	1/1	—
Matriculated	7	5/2	—	4	3/1	—	22	17/5	—	2	1/1	—
Enrolled												
First-Year	7	5/2	—	5	3/2	—	30	22/8	—	2	1/1	—
All Years	20	13/7	—	8	4/4	—	60	43/17	—	2	1/1	—
1984-85												
Applied	115	50/65	—	12	9/3	—	163	116/47	—	5	4/1	—
Accepted	19	11/8	—	4	4/0	—	49	40/9	—	0	0/0	0
Matriculated	8	2/6	—	2	2/0	—	26	22/4	—	0	0/0	0
Enrolled												
First-Year	9	2/7	—	2	2/0	—	31	27/4	—	1	1/0	—
All Years	23	12/11	—	9	7/2	—	70	53/17	—	2	1/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	4	2	4
American Indian	0	1	2
Mexican American/Chicano	10	7	10
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	31	19/12	3	6	4/2	0	34	27/7	12	4	3/1	0
Accepted	1	1/0	100	3	1/2	0	4	3/1	50	1	1/0	0
Matriculated	1	1/0	100	1	1/0	0	3	2/1	67	1	1/0	0
Enrolled												
First-Year	1	1/0	100	2	1/1	0	3	2/1	67	1	1/0	0
All Years	4	3/1	100	5	3/2	60	6	5/1	83	1	1/0	0
1984-85												
Applied	18	12/6	0	8	6/2	25	44	39/5	14	2	2/0	0
Accepted	0	0/0	0	1	0/1	100	7	7/0	29	0	0/0	0
Matriculated	0	0/0	0	1	0/1	100	4	4/0	50	0	0/0	0
Enrolled												
First-Year	0	0/0	0	1	0/1	100	4	4/0	50	0	0/0	0
All Years	3	2/1	100	4	3/1	75	8	7/1	63	1	1/0	0

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	1	1	1
American Indian	1	1	1
Mexican American/Chicano	2	1	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	52	24/28	—	5	2/3	—	11	6/5	—	14	8/6	—
Accepted	1	1/0	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
1984–85												
Applied	28	15/13	—	8	4/4	—	11	5/6	—	17	11/6	—
Accepted	0	0/0	0	0	0/0	0	1	0/1	—	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	0	0	0
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	109	53/56	—	5	4/1	—	8	4/4	—	6	3/3	—
Accepted	20	9/11	—	0	0/0	0	1	0/1	—	0	0/0	0
Matriculated	5	4/1	5	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	7	4/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	16	10/6	—	0	0/0	0	0	0/0	0	1	0/1	—
1984-85												
Applied	116	55/61	—	6	1/5	—	3	2/1	—	5	4/1	—
Accepted	15	6/9	—	2	1/1	—	1	1/0	—	0	0/0	0
Matriculated	6	2/4	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	6	2/4	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	20	10/10	—	1	1/0	—	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86 (est.)
Black American	3	6	6
American Indian	0	1	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	1	0	0

Virginia Commonwealth University
Medical College of Virginia
School of Medicine

Address inquiries to
Dr. W. Kenneth Blaylock
Associate Dean, Admissions
Virginia Commonwealth University
The Medical College of Virginia
School of Medicine
Box 565, MCV Station
Richmond, Virginia 23298
(804) 786-9629

Recruitment. The Medical College of Virginia Health Careers Opportunity Program (HCOP) is responsible, in conjunction with the School of Medicine, for the recruitment of minority group students who are underrepresented in medicine.

The Director of HCOP, the Associate Dean of Admissions, medical students and selected faculty members annually visit with premedical advisors and student groups on the MCV campus and at the undergraduate institutions.

Information about the unique and desirable features of the medical school curriculum are answered in all the formal and informal presentations. These visits are usually made to colleges and universities that have a large enrollment of Virginia residents since these students receive preference for admission to the School of Medicine. Seminars are arranged for premedical clubs and premedical advisors upon request. During these off campus visits to undergraduate institutions, students are encouraged to apply for admission to the Medical College of Virginia/Virginia Commonwealth University and to visit its campus.

Admissions. MCV/VCU has an institutional goal to educate students who, in time, will meet the health care needs of our society. The Medical College of Virginia is interested in increasing minority representation in medicine. Students are selected by an Admissions Committee which evaluates all applicants for the study of medicine. Black faculty and students are members of the Admissions Committee. A personal interview is granted to those students who are being considered for admission to the School of Medicine. Applicants are interviewed by members of the Admissions Committee, and routinely by the Director of HCOP in a one-to-one setting.

Socioeconomic factors are considered when the academic credentials and personal development of minority applicants are assessed by the Admissions Committee.

Academic Aid Programs. The Assistant Dean of Student Affairs, the Health Careers Opportunity Program, and professionals in the University Counseling Center are concerned with the progress and maturation of individual medical students. Special educational programs are not available for minority students. Students who have academic problems are identified early in the academic year and these individuals are provided with tutorial assistance. A variety of tutorial services are available, i.e., 1) individual and group tutoring based upon a personal needs assessment; 2) educational resources, i.e., old exam file, co-op notes, review material, audio tapes of first and second year lectures; and 3) study skills sessions.

Summer Programs. MCV/VCU provides a Summer Institute for two weeks. The goal of the Summer Institute in the School of Medicine is to provide matriculated first-year students with classroom experiences that will facilitate their transition into medical school and assist them in becoming more efficient learners. Institute experiences include lectures in gross anatomy, seminars which will aid in the development of coping skills, and a short hospital experience.

Pre-Admissions Study Skills Workshops are conducted for the purpose of assisting minority students in enhancing their credentials for admission to all health professional schools. Participants in this program are selected from the junior and senior college classes as well as from graduate programs. The program content is by a committee and includes instruction in basic sciences, analytical reasoning, test-taking strategies, coping skills, time management, speed reading and comprehension. All components in this program are taught by college faculty.

Student Financial Assistance. A detailed evaluation of the financial aid for each student with a need is conducted after the student has been accepted into the School of

Medicine. Financial aid is important to our students. Available scholarship monies and loans vary in amount and distribution each year. Every effort is made to meet the financial needs of all our students. The Project Scope (Science Careers Opportunity Planned Enrichment Program) has limited scholarship funds and emergency loan funds are available for Virginia residents.

The School of Medicine will waive application fee requirements for all students for whom that fee will be a financial hardship.

University of Virginia
School of Medicine

Address inquiries to
Dr. Maurice Apprey
Assistant Dean, Minority Affairs
University of Virginia
School of Medicine
Box 458
Charlottesville, Virginia 22908
(804) 924-1867

Recruitment. All predominantly Black schools in the state of Virginia are invited each year to participate in the "Day at the Medical Center" sponsored by the Medical Alumni Association. Some schools are visited by members of the Admissions Committee for the purpose of recruiting students. Our representatives also visit summer programs to recruit minority students. Additionally, the Minority Affairs Committee of the student government, known as the Mulholland Society, is involved in the recruitment efforts.

Admissions. Minority students invited for interviews are met in the Admissions Office by medical students of the same minority group who are able to answer questions informally as well as give advice to prospective students.

Academic Aid Programs. Each entering student is assigned a faculty member and a second-year student as advisors. During the clinical years, each student selects a faculty member whom he or she consults about such matters as fourth-year electives program and career choice.

A faculty member coordinates the individual tutoring program for all students with academic difficulty. Tutoring is provided by faculty members who are teaching the courses, by graduate students, and by medical students in the upper classes. During the clinical experience, individual assistance is available. In addition, workshops are conducted on study skills, time management, and stress management. When necessary, the curriculum can be adjusted to allow additional time for completion by the student with special requirements.

Summer Program. *Summer Enrichment Program.* This program provides additional instruction for minority students in the following categories: (i) students who have been unconditionally accepted but would like additional instruction before entering medical school in the fall; (ii) students who are conditionally accepted must attend the summer program to optimally prepare for medical school before joining the class in the fall; (iii) the program also accepts rising seniors and graduates who have not applied to medical school as yet. Housing is provided without cost to the students. Students receive a generous stipend and the cost of travel is reimbursed for distances within 200 miles. The summer program initially provides instruction in the chemistry relevant to the understanding of such medical school courses as biochemistry and physiology; the quantitative skills necessary for grasping the content of the medical school courses in genetics and biostatistics; study skills teaching; and examination taking strategies. In the latter part of the 6 week course, 2 weeks of instruction in actual medical school material in biochemistry, physiology, and clinical genetics is provided. Running through the 6 week program is a daily medicine hour, organized by the chairman of the Department of Medicine, to acquaint students with clinical and research issues. Additional information is available from the Assistant Dean.

Student Financial Assistance. Financial aid is distributed primarily on the basis of need. The application fee is waived for financially disadvantaged minority students and loans and/or scholarships are provided during the entire time the student is enrolled in medical school. Students wishing to attend should not be concerned about financial aid.

University of Washington School of Medicine

Address inquiries to
Alberta May, M.S.W.
Medical Career Planner
Minority Affairs Program
University of Washington
School of Medicine
Seattle, Washington 98195
(206) 545-2489

Recruitment. The Minority Affairs Program was established in 1980 by the Dean of the Medical School and the Medical School Executive Committee as a reaffirmation of the school's efforts to matriculate and graduate minority physicians.

A full-time medical career planner coordinates activities designed to encourage and stimulate interest in the field of medicine as well as to increase the quality and size of the minority applicant pool in the WAMI (Washington, Alaska, Montana and Idaho) region. In the WAMI Program the University of Washington School of Medicine serves as the regional school for the four states. Although minority recruitment efforts are concentrated within the four state region, minority students outside the region are encouraged to apply.

The Minority Affairs Program works closely with high schools, colleges/universities, and established community organizations in the Pacific Northwest to identify, encourage, recruit and train minority students interested in medical careers. An advisory board composed of students, community leaders, and faculty participates in the development of recruitment activities.

The program conducts an annual preadmissions workshop for junior and premed students from the region. The workshop is designed to provide in-depth information on the application process, selection of a medical school, the interview and financial aid. Other support services are available.

Admissions. The Admissions Committee is a diverse group which includes faculty, students and lay persons. Minority students and faculty are represented on the committee. Admission procedures are the same for all applicants.

Applicants are considered comparatively on the basis of academic performance, MCAT scores, motivation, maturity, letters of recommendation and demonstrated humanitarian qualities. Extenuating circumstances in an applicant's background are evaluated as they relate to these selection factors. The number of minority students matriculating and graduating is increasing.

Academic Aid Programs. The School offers a variety of retention services for minority and/or disadvantaged students. Individual tutorial activities are arranged during the academic year for any student encountering academic difficulty. A Summer Tutorial Program is available to a small group of second year medical students. This program provides remedial assistance and preparation for forthcoming coursework. An expanded curriculum is available for students requiring more time to complete a portion of the curriculum.

Summer Programs. The University of Washington participates with the Alaska Native Foundation and the University of Alaska in summer enrichment programs for high school and college pre-medical or prehealth students.

A pre-entry summer program is offered annually for new matriculants from nontraditional backgrounds. The program provides an introduction to the medical curriculum; exposure to local health care systems; and workshops in study skills, stress management, and writing skills. Student participants receive stipends for the duration of the program.

Student Financial Assistance. Financial aid, based on demonstrated financial need, is available to all students. Local and national grants, scholarship, and loan monies are utilized to assist students in meeting their need. Educational costs covered by financial aid include tuition and fees, books, supplies and equipment, room and board, transportation, and personal expenses.

The application fee is waived for students who request and qualify for a fee waiver from AMCAS.

Resident status for out-of-state students is generally obtained by the second year and students pay in-state tuition. The Minority Affairs Office works closely with students to meet the requirements for residency and to assist the students in meeting their need.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	202	94/108	—	7	3/4	—	10	5/5	—	8	5/3	—
Accepted	16	8/8	—	0	0/0	0	0	0/0	0	1	1/0	—
Matriculated	8	4/4	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	11	6/5	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	32	19/13	—	0	0/0	0	1	1/0	—	0	0/0	0
1984–85												
Applied	199	87/112	—	6	5/1	—	13	7/6	—	9	8/1	—
Accepted	18	8/10	—	1	1/0	—	1	1/0	—	0	0/0	0
Matriculated	9	3/6	—	0	0/0	0	1	1/0	—	0	0/0	0
Enrolled												
First-Year	9	3/6	—	0	0/0	0	1	1/0	—	0	0/0	0
All Years	34	18/16	—	0	0/0	0	1	1/0	—	1	0/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	6	7	6
American Indian	0	0	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	0	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	117	57/60	26	10	5/5	—	18	12/6		9	4/5	—
Accepted	12	7/5	50	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	3	3/0	33	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	4	4/0	25	0	0/0	0	0	0/0	0	0	0/0	0
All Years	14	12/2	29	0	0/0	0	0	0/0	0	0	0/0	0
1984–85												
Applied	146	70/76	31	8	4/4	25	14	9/5	7	11	10/1	27
Accepted	18	12/6	44	2	2/0	100	0	0/0	0	0	0/0	0
Matriculated	6	5/1	50	2	2/0	100	0	0/0	0	0	0/0	0
Enrolled												
First-Year	6	5/1	50	2	2/0	0	0	0/0	0	0	0/0	0
All Years	16	14/2	38	2	2/0	0	0	0/0	0	1	0/1	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	3	1	0
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	93	49/44	—	17	7/10	—	95	75/23	—	10	5/5	—
Accepted	7	5/2	—	4	1/3	—	10	10/0	—	1	1/0	—
Matriculated	4	3/1	—	4	1/3	—	5	5/0	—	1	1/0	—
Enrolled												
First-Year	5	3/2	—	4	1/3	—	5	5/0	—	1	1/0	—
All Years	10	5/5	—	10	6/4	—	19	13/6	—	1	1/0	—
1984-85												
Applied	116	51/65	—	21	10/11	—	127	90/37	—	7	5/2	—
Accepted	3	3/1	—	2	1/1	—	11	9/2	—	1	1/0	—
Matriculated	1	1/0	—	0	0/0	0	6	4/2	—	1	1/0	—
Enrolled												
First-Year	1	1/0	—	1	0/1	—	8	6/2	—	1	1/0	—
All Years	11	6/5	—	9	5/4	—	20	14/6	—	2	2/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86
Black American	0	3	1
American Indian	1	2	2
Mexican American/Chicano	5	5	4
Mainland Puerto Rican	0	0	0

Marshall University
School of Medicine

Address inquiries to
Dr. Patrick I. Brown
Associate Dean for Student Affairs
1542 Spring Valley Drive
Huntington, West Virginia 25704
(304) 429-1365

Recruitment. The School of Medicine does not have a special recruitment program for minority students.

Admissions. The admissions process is the same for all applicants. The Admissions Committee considers the GPA for undergraduate studies, particularly in science and related courses, MCAT scores, and character qualifications such as motivation, enthusiasm, emotional stability, mature judgment, integrity, leadership and scope of interests. West Virginia residents and selected out-of-state applicants participate in two thirty-minute interviews with members of the Admissions Committee.

Academic Aid Programs. All medical school matriculants can receive tutorial assistance and advisement from a particular course professor, an assigned faculty advisor and/or a student selected faculty advisor.

Summer Programs. At this time no formal academic enrichment and/or recruitment programs are offered during the summer.

Student Financial Assistance. Those students receiving a fee waiver from AMCAS will also receive a waiver of the $10.00 application fee for the School of Medicine.

Other Pertinent Information. There is no discrimination because of race, sex, religion, age, handicap, or national origin. Qualified members of minority groups are encouraged to apply.

West Virginia University School of Medicine

Address inquiries to
Dr. John W. Traubert
Associate Dean
West Virginia University
School of Medicine
1149 Basic Sciences Building
Morgantown, West Virginia 26506
(304) 293-2408

Recruitment. The School of Medicine participates in a yearly program on a University-wide basis to interest secondary school students in health science careers. This program is especially oriented toward minority students. In addition, personnel from the Office of Admissions and Records and the Office of Student Affairs make yearly visits to colleges in the State. These visits are pre-arranged and special invitations are sent to students who are interested in health science careers, especially minority students. During these visitations, discussions are held on a one-to-one basis with the student, and they are encouraged to pursue their interest. Also, periodic visits are made to high schools within the State holding "career day" activities; and, again, individual students are counseled regarding their questions and concerns for health science careers. Every other year, the Office of Student Affairs holds a 1½ day seminar in which pre-medical advisors from the State's colleges are invited. During this seminar, discussions and programs are carried out to help the advisors in their work with students interested in health science careers. Minority advisors are especially welcomed, and every effort is made to indicate our interest in helping needy students. Special tours and seminars are arranged on request for individual students or groups wishing to have additional exposure to the requirements for medical school or health science careers.

Admissions. The School of Medicine has no differences in requirements for minority students. Every effort is made to select minority students who are felt to have proper motivation and capabilities for professional school. There is no special screening panel or admissions committee devoted to minority applicants. The criteria used for selection are the same for all students, and these include the grade point averages, MCAT scores, personal interviews, letters of recommendation, and student's motivation and inter-personal skills. The Admissions Committee is made up of approximately equal numbers of basic science and clinical faculty. In addition, there are a total of four students who are full members of the Committee, usually two juniors and two seniors. Every effort is made to obtain minority students and faculty for membership on the Admissions Committee.

Academic Aid Programs. Every effort is made to make an early identification of students in academic difficulty regardless of their minority or social economic status. This is done through close supervision, cooperation, and communication among the course instructors, course coordinators, and Office of Student Affairs. Assistance is routinely given to students with special needs; this may take several forms, such as identification and help with personal problems, improvement in study techniques, and tutorial guidance on a one-to-one basis by faculty members. Every attempt is made to individualize student's needs, and special arrangements for scheduling are, at times, made on an individual basis. All students are encouraged to communicate with the Office of Student Affairs if they need assistance in the areas of academic achievement, health, or matters of personal concern.

Summer Programs. *Health Career Opportunities Program.* A health career opportunities program is underway for enrichment for minority students interested in a health science career. This program, at present, involves minority students entering college. The students will have summer semester-long exposure to subjects in the health science fields. Learning skills will be stressed and counseling on a one-to-one basis provided. This program extends into follow-up and retention efforts for students who enroll in undergraduate college work. As these minority students progress through college, there are planned enrichment programs for those who are applying or have been accepted in medical school. Minority students who are interested in this type of program are encouraged to communicate with the Office of Student Affairs.

Student Financial Assistance. There are no special sources of financial aid for minority students. The School makes every effort to identify students with financial needs, which is the sole criterion for consideration of all students. The School has a very active and capable Financial Aid Office which has the responsibility of helping students with their financial needs.

The Medical College of Wisconsin

Address inquiries to
Dr. José B. Torres
Assistant Dean for Student Affairs and
Director, Office of Minority Affairs
The Medical College of Wisconsin
8701 Watertown Plank Road
Milwaukee, Wisconsin 53226
(414) 257-8207

Recruitment. The Medical College of Wisconsin's (MCW) Office of Minority Affairs maintains an active recruiting program by participating in local, state and national educational activities related to minority students. MCW's minority recruitment includes field visits to high schools, colleges and universities, orientation visits to the medical college, visits to summer enrichment programs and distributing admissions information to approximately 500 MedMAR registrants. Whenever possible, minority students participate in recruiting activities. A primary objective of the school's recruitment activities is to make sure that minority and disadvantaged students obtain a realistic perspective of what is involved in medical education. With this in mind, MCW's expressed goal is to ensure expanded opportunities for minority students in medicine in order to effect a more equitable distribution of physicians in underrepresented ethnic/racial groups.

Admissions. The Admissions Committee reviews all applications for admissions. Attempts are made to select students who are not only academically competent, but also demonstrate non-cognitive characteristics believed to influence successful completion of medical school (e.g., motivation, leadership qualities, and other personal traits). The Committee includes basic and clinical faculty as well as medical student interviewers. In addition to previous academic performance, minority applications are individually scrutinized and evaluated for indicators of factors which may have disadvantageously affected the student's earlier academic record or opportunities for future achievement. A personal interview is required of all applicants who are under serious consideration for admission. Whenever possible, minority students are available to meet and talk with minority applicants.

Academic Aid Programs. The Medical College of Wisconsin provides academic support for all students who encounter academic difficulties and require assistance. MCW policies require that basic science course directors identify, contact and provide assistance to students experiencing academic problems early enough to take action that will improve current performance (i.e., tutorials, at no cost to students). The school offers a decelerated program whereby students can complete the first two years over a three year period. Study skills training and a National Board Review Program are also available to all students.

Summer Programs. The Summer Bridging Program (SBP) is a rigorous, highly structured five-week pre-medical summer program available to all admitted minority students, new matriculants 30 or more years of age, and students having completed their undergraduate degrees three years prior to applying to medical school. The program includes a basic introduction to the first year curriculum, a learning skills component (e.g., test taking, time management, etc.) and problem-solving skills.

Student Financial Assistance. All financial assistance available through MCW, including federal and institutional scholarships and loans, is awarded solely on the basis of need. Students are also expected to apply for any outside financial assistance (e.g., state loan and scholarship program(s) for which they are eligible.

The Financial Aid Office is available to direct students to various sources of support. Students may apply for financial aid as soon as they have been accepted and have indicated their intent to enroll. Because of restrictions placed on loans and scholarship funds, financial aid can rarely be obtained by students who are not U.S. citizens.

Application fees for full time students are waived by MCW when requested by the applicant, who must first obtain an AMCAS waiver.

University of Wisconsin Medical School

Address inquiries to
Robert H. Brown
Specialist—Academic Support
University of Wisconsin
Medical School
1300 University Avenue, Room 1205
Madison, Wisconsin 53706
(608) 263-3713

Recruitment. The Office of Student Services coordinates all recruitment activities. Visits are made throughout the year to secondary schools and colleges in the state, and to other schools nationally. High school students who are residents of Wisconsin are encouraged to become familiar with the medical school through two summer programs. These programs provide opportunities for students to participate as research assistants in the laboratories of university faculty or to take college-level science or mathematics courses.

Admissions. Minority faculty and students are represented on the Admissions Committee. Some of the factors considered by the Committee when reviewing applicants include: non-traditional experiences, intellectual ability, breadth of academic and [illegible] academic interests, ability to communicate with others, motivation for medicine, determination to help others, and personal characteristics.

Interviews are arranged on campus and partial reimbursement for travel to the university may be provided. Although there is a limitation on non-resident enrollment (5 percent of the entering class), qualified non-resident minorities are encouraged to apply. Rarely is serious consideration given to applicants with poor academic records. The prerequisite courses of biology, chemistry, mathematics, and physics must include one semester of quantitative analytical chemistry with laboratory and one semester of advanced biology with laboratory.

Academic Aid Programs. Tutors and study skills specialists are available throughout the academic year.

Self-assessment tests and a variety of study skills materials are also available to prepare the student for exam-taking.

Summer Program. Students holding an acceptance into the entering class may matriculate in the Summer and enroll in the 8-credit Gross Human Anatomy course. In addition to the course, students receive an overview of the remaining courses taken in the Fall semester and study skills assistance. In this way, students are introduced to the curriculum and assisted with the transition into medical school. Financial aid awards for the summer course are based on the availability of funds.

Student Financial Assistance. The university makes available financial aid in the form of grants, scholarships, and low interest loans to all students who demonstrate financial need. These funds are awarded based on the availability of funds, and information the student provides on the University financial aid application. The average minority financial aid package consists of approximately 60% grant awards and 40% loans during the four years of medical school.

Other Pertinent Information. The American Medical College Application Services (AMCAS) application must be filed with AMCAS by November 15. All additional information including the completed Wisconsin Supplemental Application form, letters of recommendation (3), and scores from the Medical College Admissions Test (MCAT) must be received no later than January 15 of the desired entry year. A Wisconsin application fee of $20.00 is required of all students *except* those receiving an AMCAS fee waiver. Resident applicants who have been accepted prior to July 1, may choose to delay matriculation into medical school for one (1) year.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	21	15/6	15	4	3/1	50	3	3/0	0	2	1/1	0
Accepted	1	1/0	100	1	1/0	100	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	1	1/0	100	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	1	1/0	100	0	0/0	0	0	0/0	0
All Years	1	1/0	100	2	2/0	100	0	0/0	0	0	0/0	0
1984–85												
Applied	15	8/7	20	3	3/0	0	1	1/0	0	1	1/0	0
Accepted	1	0/1	100	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	1	0/1	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	0/1	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	2	1/1	100	2	2/0	100	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	0	0	1
American Indian	0	1	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	4	2/2	—	4	2/2	—	0	0/0	0	0	0/0	0
Accepted	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	2	0/2	—	0	0/0	0	0	0/0	0	0	0/0	0
1984–85												
Applied	7	3/4	—	1	1/0	—	0	0/0	0	0	0/0	0
Accepted	1	1/0	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	1	1/0	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	1/0	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	1	1/0	—	1	1/0	—	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	1	0	0
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983–84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	182	99/83	—	12	6/6	—	112	76/36	—	24	15/9	—
Accepted	16	8/8	—	1	0/1	—	11	6/5	—	5	5/0	—
Matriculated	9	4/5	—	0	0/0	0	3	2/1	—	0	0/0	0
Enrolled												
First-Year	12	6/6	—	0	0/0	0	4	3/1	—	0	0/0	0
All Years	42	18/24	—	1	1/0	—	32	20/12	—	6	3/3	—
1984–85												
Applied	193	91/102	—	18	10/8	—	135	102/33	—	27	18/9	—
Accepted	13	5/8	—	4	2/2	—	18	14/4	—	6	3/3	—
Matriculated	5	2/3	—	1	0/1	—	4	2/2	—	1	0/1	—
Enrolled												
First-Year	5	2/3	—	1	0/1	—	4	2/2	—	1	0/1	—
All Years	32	12/20	—	1	0/1	—	30	18/12	—	4	2/2	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983–84	1984–85	1985–86 (est.)
Black American	7	12	5
American Indian	1	0	0
Mexican American/Chicano	6	14	7
Mainland Puerto Rican	2	0	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1983 and 1984

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1983-84	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	133	75/58	9	8	5/3	13	72	52/20	1	10	5/5	10
Accepted	8	5/3	25	1	0/1	0	4	4/0	0	1	1/0	100
Matriculated	4	3/1	50	0	0/0	0	3	3/0	0	1	1/0	100
Enrolled												
First-Year	7	4/3	43	0	0/0	0	3	3/0	0	1	1/0	100
All Years	20	11/9	65	4	4/0	75	11	8/3	36	6	4/2	67
1984-85												
Applied	122	56/66	7	14	10/4	7	60	41/19	2	18	13/5	11
Accepted	8	4/4	25	1	1/0	0	4	3/1	0	1	1/0	0
Matriculated	3	2/1	33	0	0/0	0	2	2/0	0	0	0/0	0
Enrolled												
First-Year	5	3/2	40	0	0/0	0	3	3/0	0	0	0/0	0
All Years	19	9/10	58	3	3/0	67	12	9/3	25	5	3/2	80

— Indicates data not available

Minority Students Graduated for the Academic Years 1983 to 1985

Minority Group	1983-84	1984-85	1985-86
Black American	3	4	4
American Indian	1	1	2
Mexican American/Chicano	1	4	2
Mainland Puerto Rican	1	0	3

Tables

Table 1
SUMMER AND YEARLY MOTIVATIONAL AND ENRICHMENT PROGRAMS*

41 U.S. Medical Schools Offering Programs for Students at the High School Level

Albany
Albert Einstein
Arkansas
Brown
California-San Francisco
California, Southern
Chicago Medical
Chicago-Pritzker
Columbia
Drew
Georgetown
Georgia, Medical College of
Jefferson
Louisiana State-New Orleans
Loyola-Stritch
Massachusetts, University of
Mayo
Michigan, University of
Minnesota-Duluth
Minnesota-Minneapolis
Missouri-Columbia
Missouri-Kansas City
Mount Sinai
New York University
SUNY-Brooklyn
SUNY-Syracuse
Nevada
Northeastern Ohio
Northwestern
Oklahoma
Oregon
Pennsylvania, University of
Rush
South Carolina, Medical University of
Tennessee, University of
Texas A&M
Texas, San Antonio
Utah
Vermont
Washington, University of
Wright State

54 U.S. Medical Schools Offering Programs for Students at the Undergraduate College Level

Alabama South
Alabama, University of
Albany
Albert Einstein
Arkansas
Baylor
Brown
California-Davis
California-Irvine
California-San Francisco
California, Southern
Connecticut
Cornell
Drew
East Carolina
East Tennessee
Eastern Virginia
Georgetown
Georgia, Medical College of
Harvard
Illinois, Southern
Illinois, University of
Loma Linda
Massachusetts, University of
Mayo
Meharry
Mercer
Miami
Michigan State
Minnesota-Duluth
Mississippi
Nebraska
New Jersey-Newark
New York Medical
North Carolina
North Dakota
Oklahoma
Pittsburgh
Robert Wood Johnson (Rutgers)
Rochester
South Carolina, Medical University of
Texas A&M
Texas-Galveston
Texas-Houston
Texas-San Antonio
Tulane
Utah
Vermont
Virginia, Medical College of
Virginia, University of
Washington, University of
West Virginia
Wright State

Table 1 (Continued)
SUMMER AND YEARLY MOTIVATIONAL AND ENRICHMENT PROGRAMS*

56 U.S. Medical Schools Offering Summer Programs for Students Accepted to Their Medical School

Alabama, South
Alabama, University of
Albany
Albert Einstein
Arkansas
Boston University
Bowman Gray
Brown
California-Davis
California-Irvine
California-Los Angeles
California-San Francisco
California, Southern
Case Western
Cincinnati
Colorado
Creighton
Drew
East Carolina
Florida, University of
Hahnemann
Harvard
Howard
Illinois, Southern
Illinois, University of
Iowa
Kentucky
Louisiana State-New Orleans
Loma Linda
Maryland
Michigan, University of
Michigan State
Mississippi
Mount Sinai
New Jersey-Newark
New York Medical
SUNY-Buffalo
SUNY-Brooklyn
SUNY-Syracuse
North Carolina
Ohio, Medical College of
Ohio State
Pennsylvania, Medical College of
Pittsburgh
Puerto Rico, University of
Robert Wood Johnson (Rutgers)
Stanford
Temple
Tufts
Virginia, Medical College of
Virginia, University of
Washington, University of
Wayne State
Wisconsin, Medical College of
Wisconsin, University of
Wright State

2 U.S. Medical Schools Offering Summer Programs for Students Accepted to Any Medical School

California-San Diego
New Mexico

6 U.S. Medical Schools Sponsoring Postbaccalaureate Programs

Creighton
Florida, South
Illinois, Southern
Michigan, University of
North Dakota
Wayne State

*Of the 128 schools who responded to the questionnaire, 99 offer some form of Summer and/or Yearly Motivational and Enrichment Programs.

Table 2
U.S. Medical School Graduates by Selected Racial/Ethnic Groups,‡ 1983-84 to 1985-86 (est.)

Medical School	1983-84				1984-85				1985-86 (est.)			
	BA	AI	MA	mPR	BA	AI	MA	mPR	BA	AI	MA	mPR
Alabama	12	0	0	0	9	0	0	1	8	0	0	0
Alabama, South	2	0	0	0	0	0	0	0	2	0	0	0
Albany	1	0	0	1	2	0	0	1	1	0	0	1
Albert Einstein	3	1	0	3	5	0	0	6	3	0	0	8
Arizona	1	1	4	0	1	0	6	0	0	1	7	0
Arkansas	5	1	0	0	4	0	0	1	4	0	0	1
Baylor	3	1	15	0	5	0	18	0	6	0	9	0
Boston University	9	1	1	4	11	0	3	0	4	0	0	2
Bowman Gray	7	1	1	0	6	0	1	0	2	2	0	0
Brown	6	0	0	1	3	0	0	2	3	0	2	0
California—Davis	1	1	3	0	0	0	1	1	2	1	3	0
California—Irvine	6	1	12	0	6	1	4	0	6	1	18	0
California—Los Angeles	9	0	12	0	18	1	8	1	7	1	11	1
California—San Diego	4	2	10	0	7	2	7	0	8	1	8	0
California—San Francisco	15	0	6	1	13	0	8	0	9	1	15	0
California, Southern	4	0	6	0	4	0	9	0	1	0	4	0
Case Western Reserve	9	1	0	0	10	3	2	3	9	0	2	1
Chicago Medical	5	0	1	0	1	0	0	0	0	0	0	0
Chicago—Pritzker	0	0	0	0	3	0	4	0	4	1	1	1
Cincinnati	16	0	0	0	14	0	2	1	15	0	1	0
Colorado	2	1	4	1	2	0	6	0	1	2	4	0
Columbia	6	0	0	2	7	0	0	1	10	0	0	0
Connecticut	1	0	0	0	3	0	0	1	1	0	0	1
Cornell	5	1	0	2	8	0	0	5	13	0	1	1
Creighton	3	1	4	0	0	0	5	0	6	0	3	0
Dartmouth	4	0	0	0	4	0	3	0	6	2	0	0
Drew, Charles R.	—	—	—	—	7	0	1	0	6	0	0	0
Duke	13	1	0	0	5	0	0	0	6	0	0	0
East Carolina	5	3	0	0	1	1	0	0	9	1	0	0
Emory	14	0	0	0	2	0	0	0	1	0	0	0
Florida (incl. FSU-FAMU program)	13	0	0	0	8	0	0	1	10	0	0	0

Table 2 Continued

Medical School	1983-84				1984-85				1985-86 (est.)			
	BA	AI	MA	mPR	BA	AI	MA	mPR	BA	AI	MA	mPR
Florida, South	4	0	0	0	0	0	0	0	2	0	0	0
Georgetown	14	0	0	1	6	0	1	0	7	0	0	0
George Washington	4	0	0	1	5	1	0	0	9	0	0	2
Georgia, Med. Col. of	7	0	1	1	7	1	0	0	7	0	0	0
Hahnemann	9	1	1	3	12	0	1	1	15	0	1	1
Harvard	18	0	6	2	15	4	7	0	11	0	8	3
Hawaii	0	0	0	0	0	0	0	0	0	0	0	0
Howard	83	0	0	1	97	0	0	0	75	0	1	0
Illinois	17	0	8	0	13	1	5	3	24	4	7	3
Illinois, Southern	6	0	0	0	2	0	0	0	5	0	1	1
Indiana	7	0	1	0	7	0	1	0	3	0	4	0
Iowa	4	0	5	0	7	0	1	0	8	0	4	0
Jefferson	5	2	1	3	2	0	3	3	7	1	3	1
Johns Hopkins	12	0	1	0	11	1	1	0	8	0	1	0
Kansas	1	0	0	0	1	2	0	0	0	0	1	0
Kentucky	5	0	0	0	1	0	0	0	4	1	0	0
Loma Linda	8	1	3	0	4	0	0	0	6	1	0	0
Louisiana—New Orleans	5	0	0	0	7	0	1	0	10	0	1	1
Louisiana—Shreveport	6	0	0	1	4	0	0	0	7	0	0	0
Louisville	2	0	0	0	4	0	0	0	2	0	1	0
Loyola-Stritch	1	0	2	0	1	0	0	0	3	0	1	0
Marshall	0	0	0	0	0	1	0	0	1	0	0	0
Maryland	4	0	0	0	11	1	0	0	8	0	0	0
Massachusetts	3	0	0	2	1	0	0	1	1	0	0	1
Mayo	3	2	0	0	1	0	1	0	0	1	1	0
Meharry	79	0	0	1	70	3	0	0	77	0	0	2
Mercer	—	—	—	—	—	—	—	—	—	—	—	—
Miami	2	0	1	1	1	0	0	0	3	0	0	0
Michigan State	9	2	3	3	2	4	4	2	4	1	3	0
Michigan, Univ. of	16	0	0	1	22	1	0	1	15	1	7	1
Minnesota—Duluth	—	—	—	—	—	—	—	—	—	—	—	—
Minnesota—Minneapolis	5	1	5	0	2	4	7	0	0	0	7	1
Mississippi	7	0	0	0	3	1	2	0	6	0	2	0
Missouri—Columbia	3	0	0	0	4	0	0	0	4	0	1	0
Missouri—Kansas City	3	2	0	0	3	1	0	0	4	0	2	0
Morehouse	—	—	—	—	—	—	—	—	—	—	—	—

Table 2 Continued

Medical School	1983-84				1984-85				1985-86 (est.)			
	BA	AI	MA	mPR	BA	AI	MA	mPR	BA	AI	MA	mPR
Mount Sinai	5	0	0	5	6	0	0	4	4	0	0	8
Nebraska	2	3	0	0	5	0	3	0	7	0	4	0
Nevada	0	0	0	0	0	0	0	0	0	0	1	0
New Jersey: UMD												
New Jersey Medical	14	0	0	11	15	0	1	5	19	0	0	3
Robert Wood Johnson	7	0	0	2	11	0	1	1	13	0	1	2
New Mexico	0	2	14	2	0	2	13	0	0	0	14	0
New York Medical	4	0	0	2	2	0	0	2	9	1	0	2
New York University	3	0	0	3	6	0	0	0	8	0	0	2
New York: SUNY												
Brooklyn	17	0	0	3	7	0	0	1	22	0	0	3
Buffalo	8	0	0	2	8	0	0	3	15	1	1	3
Stony Brook	6	0	0	1	3	0	0	2	4	0	0	2
Syracuse	6	1	0	0	4	0	0	0	2	0	0	1
North Carolina	14	3	0	1	24	1	0	0	19	2	1	0
North Dakota	0	1	0	0	0	2	0	0	0	0	0	0
Northwestern	6	0	0	0	5	0	3	0	4	0	1	0
Ohio, Med. Col. of	2	1	0	0	4	1	0	0	5	0	1	0
Ohio, Northeastern	0	0	0	0	1	0	0	0	0	0	0	0
Ohio State	7	0	2	0	8	0	2	0	6	0	4	2
Oklahoma	3	4	0	0	4	5	0	0	8	6	1	0
Oral Roberts	1	0	0	0	1	0	1	1	2	0	0	0
Oregon	0	0	1	0	0	0	0	0	0	0	1	0
Pennsylvania, Med. Col. of	1	1	0	0	9	1	1	1	9	1	0	0
Pennsylvania State	0	0	0	0	2	0	0	1	1	0	0	0
Pennsylvania, Univ. of	12	0	0	0	14	0	0	1	8	0	0	2
Pittsburgh	10	0	0	0	14	0	0	0	10	0	0	0
Ponce	0	0	0	2	0	0	0	0	0	0	0	0
Puerto Rico, Univ. of	0	0	0	10	0	0	0	6	0	0	0	8
Rochester	1	0	0	0	1	0	0	1	4	0	0	2
Rush	6	0	2	0	1	0	0	0	2	0	0	0

Table 2 Continued

Medical School	1983-84				1984-85				1985-86 (est.)			
	BA	AI	MA	mPR	BA	AI	MA	mPR	BA	AI	MA	mPR
Saint Louis	2	0	1	0	3	0	0	0	1	0	0	0
South Carolina, Med. Univ. of	2	0	0	0	4	1	0	0	5	0	0	0
South Carolina, Univ. of	1	0	0	1	1	0	0	0	4	0	0	2
South Dakota	0	0	0	0	0	0	0	0	0	0	0	0
Stanford	8	0	10	0	6	3	10	0	5	0	7	0
Temple	21	1	0	0	11	1	0	0	12	0	2	1
Tennessee, East	1	0	0	0	2	0	0	0	3	0	0	0
Tennessee, Univ. of	1	0	0	0	1	0	0	0	2	0	0	0
Texas A&M	0	0	0	0	0	0	1	0	0	1	0	0
Texas—Dallas (Southwestern)	5	0	19	0	9	1	14	0	6	0	18	0
Texas—Galveston	6	1	11	1	4	0	16	0	4	0	11	0
Texas—Houston	3	1	6	0	6	2	13	3	5	0	14	0
Texas—San Antonio	4	0	10	0	2	1	7	0	4	2	10	0
Texas Tech	1	0	6	0	0	0	10	0	2	0	5	0
Tufts	15	1	3	3	16	0	0	3	6	1	1	3
Tulane	12	0	1	0	11	2	3	0	6	0	0	1
Uniformed Services Univ.	3	1	0	0	4	1	3	1	6	2	0	0
Utah	1	1	2	0	1	1	1	0	1	1	0	0
Vanderbilt	3	0	0	0	4	0	0	0	2	0	0	0
Vermont	0	0	0	0	0	0	0	0	0	0	0	0
Virginia, Eastern	3	0	0	1	6	1	0	0	6	0	0	0
Virginia, Medical College of	6	0	1	0	7	0	0	1	6	0	0	0
Virginia, Univ. of	3	0	0	0	1	0	0	0	0	0	0	0
Washington Univ. (St. Louis)	9	0	0	0	15	1	0	0	9	1	1	0
Washington, Univ. of	0	1	5	0	3	2	5	0	1	2	4	0
Wayne State	14	1	2	2	19	0	0	0	19	0	3	1
West Virginia	1	0	0	0	0	0	0	1	0	0	0	0

Table 2 Continued

Medical School	1983–84				1984–85				1985–86 (est.)			
	BA	AI	MA	mPR	BA	AI	MA	mPR	BA	AI	MA	mPR
Wisconsin, Med. Col. of	7	1	6	2	12	0	14	0	5	0	7	2
Wisconsin, Univ. of	3	1	1	1	4	1	4	0	4	2	2	3
Wright State	2	1	0	0	11	0	0	0	6	0	1	0
Yale	9	0	0	2	12	0	2	0	13	0	0	0

—Indicates data not available.

‡ These groups are Black American, American Indian, Mexican American, and mainland Puerto Rican.

Sources: Minority Student Opportunities in U.S. Medical Schools Questionnaires.

Table 3
Mean MCAT Score for MCAT Areas of Assessment by Racial/Ethnic Groups for 1983 and 1984 Examinations*

	Biology	Chemistry	Physics	Science Problems	Skills Analysis: Reading	Skills Analysis: Quantitative
Black						
1983 (n = 3955)	5.91	5.77	5.63	5.62	5.19	4.78
1984 (n = 3546)	5.92	5.80	5.67	5.65	4.99	4.75
American Indian						
1983 (n = 192)	7.39	6.93	7.00	6.97	7.19	6.60
1984 (n = 209)	7.27	6.72	6.83	6.73	7.04	6.50
Mexican American						
1983 (n = 764)	7.21	6.86	6.75	6.73	6.42	5.98
1984 (n = 764)	7.32	6.81	6.75	6.86	6.50	6.15
Mainland Puerto Rican						
1983 (n = 330)	6.20	6.16	6.14	6.06	5.14	5.05
1984 (n = 386)	6.39	6.32	6.12	6.11	5.35	5.13
White						
1983 (n = 37,550)	8.64	8.26	8.36	8.29	8.30	7.98
1984 (n = 34,055)	8.68	8.26	8.43	8.30	8.24	8.01
All Examinees						
1983 (n = 48,945)	8.28	7.98	8.05	7.97	7.76	7.52
1984 (n = 45,029)	8.32	8.00	8.11	8.00	7.69	7.55

*All Examinees including first time and repeating.

Source: *Percentile Rank Ranges for MCAT Areas of Assessment. AAMC* (1983 and 1984 Summary of Score Distribution).

Table 4
Distribution of Medical School Faculty* by Ethnic Origin and Degree, 1985

	M.D./M.D.-Ph.D.		Ph.D./B.H.D.		Other Degree		Total	
	No.	%†	No.	%†	No.	%†	No.	%†
Black	625	1.8	164	1.1	161	4.7	950	1.8
American Indian	30	0.08	9	0.06	8	0.2	47	0.1
Mexican American	86	0.24	29	0.2	9	0.2	124	0.2
Puerto Rican	265	0.76	30	0.2	28	0.8	323	0.6
Asian	2,587	7.4	1,095	7.7	101	2.9	3,783	7.1
Other Hispanic	635	1.8	105	0.7	48	1.4	788	1.5
White	28,690	82.5	11,995	84.2	2,879	83.5	43,564	83.1
Unknown Ethnicity	1,859	5.3	811	5.7	215	6.2	2,885	5.5
Total	34,777		14,238		3,449		52,464	

*includes 225 Blacks, 2 American Indians, 1 Mexican American, and 1 Puerto Rican at Howard, Meharry, and Morehouse and 231 Puerto Ricans at University of Puerto Rico and Ponce School of Medicine.

†may not add to 100 due to rounding

Source: Elizabeth J. Higgins, *Women and Minorities on U.S. Medical School Faculties, 1985*, Association of American Medical Colleges.

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In memory of the late Marjorie Edwards for her many years of service and dedication in minority medical education.

Remarks

The information in this book is based on data collected from the medical schools by the AAMC Section for Minority Affairs. For most school entries in this publication, the narrative descriptions cover six topics: (1) Recruitment, (2) Admissions, (3) Academic Aid Programs, (4) Summer Programs, (5) Student Financial Assistance, and (6) Other Pertinent Information. The data published show the number of applicants, the number offered an acceptance, the number of first-time matriculants, the number enrolled in the first-year class (including repeating and continuing students), and the number enrolled in all years (freshmen and upperclassmen). These data are categorized by the following racial/ethnic groups: Black American, American Indian, Mexican American/Chicano, and mainland Puerto Rican; by sex; and by the percentage of state residents. This book also includes tables in the appendix on Summer Programs.

This publication should be used in conjunction with *Medical School Admission Requirements*, also published by the AAMC. For more detailed information regarding programs, policies and procedures, contact the school in which you are interested. The name of a contact person is provided for each medical school entry.

It's important to keep in mind that the data in this book should be used in conjunction with other information as you review medical schools to which you apply. Among the other elements you should examine are the medical school's program and philosophy, geographic location, state residency requirements, and the cost of attending. These and other information you gather should be discussed with the Premedical advisor at your institution.

Policies and procedures regarding recruitment and admissions programs described in the narratives are those of each individual school, not those of AAMC.

AAMC Section for Minority Affairs

The AAMC Section for Minority Affairs was created in 1969 to assist medical schools in their effort to recruit, to admit, to retain, and to graduate persons from underrepresented minority groups in medicine. The Section's activities include monitoring of governmental policies, collecting data, providing assistance to institutions, responding to inquiries from students, organizations, and medical school personnel as well as providing staff support to various committees in AAMC. Over the years, the Section has instituted this publication, the *Minority Student Opportunities in U.S. Medical Schools*, and the following services: the *Minority Student Information Clearinghouse*, the *Medical Minority Applicant Registry*, and the *Simulated Minority Admission Exercises*. The *Minority Student Information Clear inghouse* provides information to students on the application process, the New MCAT ex am, relevant publications and other services available from AAMC. The *Medical Minority Applicant Registry* (Med-MAR) was created to enhance admission opportunities for students from underrepresented minority groups.The program provides basic biographical information on medical school applicants belonging to a minority group to admissions of fices of all U.S. medical schools. Med-MAR is circulated twice a year (usually July and November after the administration of the MCAT exam) at no cost to students or medical schools. In addition to these services, the Section has developed the *Simulated Minority Ad mission Exercises* to assist medical school admissions committees in assessing and selecting nontraditional applicants. Admissions committee members, premedical advisors, and facul ty members have found these workshops to be valuable. Other projects such as Workshops for Financial Aid Administrators and Minority Students and Retention and Learning Skills Workshops and Counseling Workshop are carried out by the Section for Minority Affairs.

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Foreword

Manv years have passed since U.S medical schools first began a concerted effort to enroll students from various racial and ethnic backgrounds in their classes where before nearly all students were white. It was in 1968-69, nearly 100 years after the formation of the Association of American Medical Colleges (AAMC) that medical schools first accepted the responsibility to begin training individuals from groups underrepresented in medicine, such as American Indians, Black Americans, Mexican Americans, and mainland Puerto Ricans, to become physicians.

Although opportunities for minority group students to pursue careers in medicine have existed and expanded over the past two decades, the amount of information regarding these opportunities is often limited and not always directed toward the individuals most concerned with the education and advising of students from these segments of the the population. This biennial publication, *Minority Student Opportunities in United States Medical Schools* (MSOUSMS), is part of the overall effort by the AAMC to assist medical schools to increase the number of qualified applicants from groups currently underrepresented in medical education.

This book has provided students, premedical advisors, counselors, and others with up-to-date information and descriptions of programs at medical schools which are designed to provide opportunities for racial/ethnic groups underrepresented in medical education to pursue careers in medicine. The narrative descriptions in MSOUSMS cover topic areas such as recruitment, admissions, academic aid programs, summer programs, and student financial assistance programs. In addition, statistical data depicting minority student enrollments, applicants, acceptances, and the number of students graduating on a school by school basis are provided.

In light of the bleak outlook for student assistance programs, federal cutbacks in support of special programs, tuition hikes, and other threatening statements such as the Report of the Graduate Medical Education National Advisory Committee (GMENAC) conclusions on the surplus of physicians by the 1990's, we hope that this information will be useful in helping minority students select the appropriate schools for application.

This publication should be of particular importance to minority students because it provides them with a means to reasonably assess and compare the many programs available to assist them. MSOUSMS offers the minority applicant to medical school a tool to assist him/her in making decisions concerning the schools to which to apply.

We hope that the extensive amount of work and expertise which the Editor, Mary Cureton-Russell and other AAMC staff have provided in the development of this publication will again prove useful to both the minority applicants and to the professionals who advise them.

Dario O. Prieto
Director
Section for Minority Affairs
AAMC

Information About Medical School Programs

University of Alabama School of Medicine

Address inquiries to
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Student Affairs
University of Alabama
School of Medicine
Birmingham, Alabama 35294
(205) 934-4964

Recruitment. The University of Alabama School of Medicine has a fundamental commitment to the identification, recruitment, advising, and retention of students from minority groups and other disadvantaged populations. Members of the Medical School Admissions Office participate in high school "career day programs" sponsored by community action groups throughout Alabama. Minority and other disadvantaged students interested in the study of medicine are identified, given literature, and offered counsel. As these students enter college, this relationship is maintained through their college advisors. Visits to appropriate college campuses are made at least once each year by the Director of Admissions and, when possible, by one or more minority medical students. Through these visits, information and encouragement is given to interested students with particular emphasis on admission process, curriculum, and financial aid programs. Individual conferences are arranged especially with junior level students. The University of Alabama at Birmingham holds a training grant under provisions of the Health Professions Opportunity Pathway Program (HPOPP). The objective of this program is to facilitate the entry of students from disadvantaged backgrounds into the various health professions programs of the University. At the moment the program involves intense effort with three "feeder" schools.

Admissions. Although it is not specifically designated as a sub-committee, members of the Admissions Committee including the minority members, review all applications submitted by members of minority or other disadvantaged groups. Particular emphasis is placed on students who are residents of Alabama and all students so designated are offered on-campus interviews. Furthermore, area interviews are offered when possible and are frequently coordinated with the college visitation program. Considerable effort is expended to make the interview process convenient for the student and a number of unique methods are employed to solve individually the problems of interviewing, counselling, and advising each applicant.

Academic Aid Programs. Enrichment and academic aid programs designed to assist members of minority and other disadvantaged groups are offered on a limited basis. The School of Medicine maintains a sophisticated and extensive educational development office which prepares, evaluates, and administer self-development instructional materials. Other study aids and tutorial assistance are also available to students. The tutorial sessions are available to all students upon request and as the need is identified by the faculty. Considerable effort is made in order to identify minority tutors. Compensation for this program is provided under the HCOPP procedure.

Summer Programs. Under provisions of the newly formulated HPOPP program a summer enrichment experience for minority pre-professional students has been developed to enhance their preparedness for the study of basic science courses. The initial allotment of students for this program is currently 36 with the expectation that this might be increased in the future. Under the same HPOPP plan, a pre-application one week structured program is also now provided. The most ambitious program is the Post-acceptance (pre-matriculation) Pro gram which is a two week structured "course" to assist accepted students in mak ing necessary critical adjustment to the new environment prior to entering medical school. Travel funds and per diem support is provided to students accepted for the course.

Student Financial Assistance. The University waives application fees for disadvantaged students upon verification of need. The Robert R. Meyer Foundation Scholar ship is available to assist an outstanding black student. The A.G. Gaston Loan Fund can be available to minority students with established financial need.

Other Pertinent Information. Since the University of Alabama is a state institution, special attention is given by the Admissions Committee to those minority students who are residents of Alabama. Any student who has moved to another state to attend college, but who is interested in making application for admission to the University of Alabama School of Medicine, is urged to contact the Admissions Office for information and counseling.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985–86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	67	34/33	—	3	3/0	—	1	1/0	—	2	0/2	—
Accepted	9	5/4	—	1	1/0	—	0	0/0	—	0	0/0	—
Matriculated	4	2/2	—	1	1/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	5	3/2	—	1	1/0	—	0	0/0	—	0	0/0	—
All Years	29	19/10	—	2	2/0	—	0	0/0	—	0	0/0	—
1986–87												
Applied	66	32/34	—	6	5/1	—	0	0/0	—	0	0/0	—
Accepted	10	8/2	—	1	0/1	—	0	0/0	—	0	0/0	—
Matriculated	5	3/2	—	1	0/1	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	6	3/3	—	1	0/1	—	0	0/0	—	0	0/0	—
All Years	30	19/11	—	3	2/1	—	0	0/0	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985–86	1986–87	1987–88 (est.)
Black American	8	7	10
American Indian	0	1	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

University of South Alabama College of Medicine

Address inquiries to
Dr. Mark S. Johnson
Assistant Dean for Special Programs
University of South Alabama
College of Medicine
331 Alpha East
Mobile, Alabama 36688
(205) 460-6034

Recruitment. Representatives from the Office of Student Affairs visit most of the colleges in Alabama, including predominantly Black colleges, for the purpose of advising pre-professional students on various aspects of medical school application. Medical students occasionally participate in these recruitment visits and minority students are especially encouraged to visit the predominantly Black colleges to give the minority applicants an accurate picture of the role of minority students in the College of Medicine. Each interested premedical student is interviewed and his/her academic record, background, and financial resources are explored. Recruitment programs at the high school level are directed toward summer job opportunities primarily in the basic science departments of the College of Medicine where students who express an interest in medicine are introduced to medical research and occasionally may be exposed to some aspects of clinical practice.

Admissions. All applicants are evaluated by the Admissions Committee of the College of Medicine. This committee is composed of faculty, members of the local community (medical and non-medical), and students. There are no special admissions procedures for minority applicants. Selection is made on a competitive basis using academic qualifications, MCAT scores, and personal qualities such as maturity, determination and motivation for a career in medicine.

Academic Aid Programs. Because of our relatively small size, academic assistance is readily available to all students in difficulty and is provided both by other students and by faculty. Such assistance can be obtained by the individual or can be coordinated through the Office of Academic Affairs. A variety of study aids, including specialized preparation for board exams is also available through the Office of Academic Affairs.

Summer Programs. The University of South Alabama College of Medicine does offer a special summer enrichment and recruitment academic program. This program is designed as one which offers a direct process into medical school at the University of South Alabama for undergraduate students. A Summer Research Program is available for incoming first year students and rising second year students. This pro gram allows students the opportunity to work with clinical and basic science faculty on a variety of research problems. Results of these projects are presented at Student Research Day in August and abstracts from these presentations are published in the Alabama Journal of Medical Sciences.

Student Financial Assistance. A variety of State Scholarship and loan programs are available to qualified residents of Alabama. These programs are handled through the University of South Alabama Office of Financial Aid. Application fees are waived if it can be demonstrated that payment would constitute an economic burden for the student.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	42	23/19	—	3	3/0	—	3	3/0	—	1	1/0	—
Accepted	6	2/4	—	2	2/0	—	0	0/0	—	0	0/0	—
Matriculated	1	0/1	—	1	1/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	3	2/1	—	1	1/0	—	0	0/0	—	0	0/0	—
All Years	9	6/3	—	2	1/1	—	0	0/0	—	0	0/0	—
1986-87												
Applied	40	18/22	—	6	5/1	—	2	1/1	—	0	0/0	—
Accepted	10	4/6	—	1	0/1	—	0	0/0	—	0	0/0	—
Matriculated	5	1/4	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	6	1/5	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	13	6/7	—	2	1/1	—	0	0/0	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	2	1	3
American Indian	0	1	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

University of Arizona College of Medicine

Address inquiries to
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University of Arizona
1501 N. Campbell Ave.
Tuscon, Arizona 85724
(602) 626-6216

Recruitment. The University of Arizona Health Sciences Center actively recruits Arizona minority and rural applicants. The College of Medicine initially had a grant from the American Medical Student Association for the recruitment, counseling and retention of minority students. This grant terminated in August 1981 and the present activities in this area are being supported by the College of Medicine. The Minority Recruitment Project is being implemented by students and faculty of the College of Medicine who are committed to increasing the enrollment of minority medical students. The Project offers premedical guidance regarding interviewing, the MCAT, and the medical school application process. It offers support systems, materials and counseling to those applicants who are admitted and hopes to develop socially relevant projects for both minority premed and medical students.

Admissions. There are no special committees or policies for minority admissions to the University of Arizona College of Medicine. The University's commitment to affirmative action serves the best interests of minority applicants to the College of Medicine. Each applicant is reviewed on the basis of his or her merits. All factors in the application are reviewed, including grade point average, MCAT scores, personal statement, letters of recommendation and interview reports.

Academic Aid Programs. A group of committed faculty and students have been identified to assist those who need addi tional academic aid. This grant also supplies supplemental materials, if necessary.

Student Financial Assistance. There are no separate funds specifically allocated for minority students. The College of Medicine attempts to assess each student's financial need, realistically, and to meet it.

University of Arkansas for Medical Sciences
College of Medicine

Address inquiries to
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Director
Office of Minority Student Affairs
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College of Medicine
4301 West Markham, slot 625
Little Rock, Arkansas 72205
(501) 661-5358

Recruitment. The Office of Minority Student Affairs (OMSA) at the University of Arkansas for Medical Sciences (UAMS) which is an integral part of the Office of the Associate Dean for Special Projects. The Primary purpose of the Office is to assist in the early identification and recruitment of minority students for the UAMS College of Medicine. The OMSA conduct programs designed to identify, inform, motivate, and assist prospective candidates for medical school admission, especially among minority and disadvantaged students in the state.

In 1976, letters were sent to all junior and senior high school counselors over the state in an effort to solicit assistance and/or cooperation in the identification of young academically gifted minority and/or educationally disadvantaged students. When supplied with the names and addresses of such students, OMSA directly informed them of the many opportunities offered at the UAMS. As a result of this effort that began some three years ago, we are now communicating with hundreds of young, enthusiastic minority students.

The University of Arkansas for Medical Sciences' Office of Minority Student Affairs has one full-time recruiter, primarily for colleges and universities, but who also does some high school recruiting. This person visits high schools in selected areas of the state that have concentrations of black and other minority students at the high school level. Resources for reaching minority students include: counselor/teaching/principal recommendations, Health Career Occupations classes, science classes, National Merit semi-finalists and finalists, Student Search Service of the College Board, school visitations, Arkansas Association of College Admissions Officers "College Day/Night" coordinated regionally throughout the state, and Governor's School for Gifted and Talented Students. These sources have provided an extensive and ever-expanding list of students who may be interested in medicine and other health careers for follow-up counseling by Office of Minority Student Affairs personnel.

In colleges and universities the primary contacts are premedical advisors and premed committee members.

In addition, there is a duly appointed group, the Minority Recruitment and Retention Committee, consisting of faculty members, students and the Director of the OMSA. The Director along with small groups of the committee members, visit all colleges and Universities over the state twice a year (fall and spring). During these visits, discussions are held with students who are curious about, definitely interested in, or actual applicants to medical school. Counseling and advice are offered regarding preparations and requirements. Once a student has become an applicant, every assistance is given him/her in processing the necessary forms through the entire admissions process. The availability of and procedures for application for financial assistance are dealt with in detail.

Admissions. The Admissions Committee is composed of fifteen (15) members ap pointed by the Board of Trustees of the University of Arkansas and selected from a list submitted by the Dean of the University of Arkansas College of Medicine. The Com mittee is subject to the approval of the Vice President of Health Sciences and the President of the University System. Six of the Committee members are on the faculty of the University of Arkansas College of Medicine; eight members are appointed from each of the four Congressional Districts, as established by Act 337 of 1971, and are apportioned on the basis of two members from each Congressional District; and one member is appointed from the State-at- large. All members of the Committee serve one year terms and may be reappointed for not more than three additional consecutive terms. All applicants are reviewed by this committee.

Academic Aid Programs. The progress of all students is carefully monitored, and when additional help is needed, it is made available on an individual basis. Each department has review and tutorial sessions available for any student.

The College of Medicine, in strengthening its retention efforts, passed a new policy that, beginning with the academic year 1978-1979, students will be allowed two years to complete their first academic year. While most Freshman medical students successfully complete the courses within the first academic year, a few students require two years to do so. These latter students may have rather weak academic backgrounds, may have difficulty in adjusting to medical school or may have a number of problems which contribute to what is a weak but not totally inadequate academic performance. Therefore, it is the philosophy of this College of Medicine, as well as of many other colleges across the country, to provide the Freshman medical students the opportunity, if necessary, to complete the academic requirements of the Freshman year in two years instead of one. In subsequent years, the student is required to compete at a level expected of all medical students.

The Office of Educational Development is an instructional support agency at the UAMS that works directly with students to help them make the most of their educational experiences. The staff works with the students in areas of identifying learning styles, improving test-taking, managing time effectively, interpersonal relations, note-taking in lectures and from tests, and establishing efficient study habits.

Summer Programs. The Summer Orientation Program for entering freshmen consists of three separate Blocks, each with its own objectives—a two week academic block, a six week work-study experience in a basic science research lab, and a second two-week academic block for a total program of ten weeks duration. Students are urged to participate in all three blocks. Any student who falls in the category of culturally, socially, or educationally disadvantaged can elect to participate in the final academic block.

The goal of the Summer Orientation Program is to provide opportunities for students to develop necessary academic skills through work experience and study, and to familiarize themselves with the Medical College environment.

Counseling will be available for all students at any time during the summer by the Office of the Dean, Associate Dean-Student Affairs, the Minority Affairs Office, and/or the Office of Educational Development.

Students are welcome to visit the University of Arkansas for Medical Sciences campus any time of the year. However, each summer 25-30 high school and college students participate in a summer enrichment program. They stay on campus one week. During the week, we show them what medical school is really like; how to apply, how to improve study and test-taking skills, and assist them in hands-on experience in labs, hospitals, and clinics.

Contact: Mr. Bill Bauknight, Office of Student Affairs, College of Medicine, University of Arkansas for Medical Sciences, 4301 West Markham Street, Slot 625, Little Rock, AR 72205.

Student Financial Assistance. The medical school participates in the American Medical College Application Service, and under its certification of financial disadvantage, the $10.00 UAMS application fee can be waived. Financial assistance is available to all students and is based on individual need. Need is determined in consideration of previous educational debts, parental resources, dependent siblings, retirement status, etc. In addition to the standard sources, there are other institutional funds administered on the same basis.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	44	26/18	—	4	4/0	—	4	3/1	—	2	1/1	—
Accepted	11	8/3	—	1	1/0	—	0	0/0	—	0	0/0	—
Matriculated	11	8/3	—	1	1/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	14	9/5	—	1	1/0	—	0	0/0	—	0	0/0	—
All Years	34	24/10	—	2	2/0	—	0	0/0	—	0	0/0	—
1986-87												
Applied	41	17/24	—	4	4/0	—	7	6/1	—	2	1/1	—
Accepted	10	2/8	—	1	1/0	—	2	2/0	—	0	0/0	—
Matriculated	10	2/8	—	1	1/0	—	2	2/0	—	0	0/0	—
Enrolled												
First-Year	15	5/10	—	1	1/0	—	2	2/0	—	0	0/0	—
All Years	38	20/18	—	1	1/0	—	2	2/0	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	5	5	10
American Indian	1	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

University of California, Davis School of Medicine

Address inquiries to
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Director, Student
Support Services
Health Resources Development Program
Program Director
Office of Student Affairs
University of California, Davis
School of Medicine
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Recruitment. The School of Medicine, University of California, Davis, has a commitment to increasing the opportunities in medical education for individuals from groups traditionally underrepresented in medicine, particularly disadvantaged and traditionally underrepresented ethnic minorities. This commitment has realized new vigor.

The recruitment efforts are provided through the Health Resources Development Program and are multi-faceted. Programs designed to accomplish this include: Targeted recruitment at the community college and university level that involved the development of premedical applicant training workshops; recruitment visits throughout the State of California; "mini" health career conferences at the Medical School; joint recruitment activities with health career clubs throughout the State of California; clinical experience program for undergraduate students from four targeted community colleges and universities that includes a seminar series on health.

Staff, faculty, medical students, administrators and residents are involved in various aspects of the recruitment program. This involvement includes visits to campuses, counseling and advisement, academic support and clinical exposure and experience. Community groups and minority health professionals are also involved.

Admissions. The School of Medicine selects students for admission with a view to meeting the needs of the medical profession, of society, and of the school. Because we live in a pluralistic society, and the educational experience is enhanced by the interaction of students from various backgrounds, the School desires diversity in its student body. This is reflected in the School's commitment to expand opportunities in medical education for individuals from groups traditionally underrepresented in medicine and to increase the number of physicians practicing in underserved areas. Therefore, the Admissions Committee, composed of individuals from a variety of cultural backgrounds and representative of a broad spectrum of medical sciences, evaluates applicants in terms of all relevant factors. These include academic credentials, with due regard to possible effects of disadvantages experienced by the applicant during his/her education, such personal traits as character, motivation, capacity for work, experience in the health sciences, human services and/or the community, career objectives, and the ability of the individual to make a positive contribution to society, the profession, the discipline, and the school.

The Faculty has set certain published academic requirements and regulations which form the basis for the admissions process. The Admissions Committee is charged with the selection of a class of individuals to begin study each year. In the selection process the Committee seeks those applicants who have demonstrated, through achievement, academic potential for a life-time of directed and self-study. It also seeks those individuals who are cognizant of the physician's role and its demands, have demonstrated ability in effective interpersonal relations, are caring of the needs of society and its individual members, have leadership potential, and who show promise of serving the needs of the individuals in our pluralistic society. Since our society is composed of a diversity of groups, the physicians who serve these groups must represent a diverse spectrum of society. The Admissions Committee and the School of Medicine are acutely aware of this fact and actively seek individuals from a wide variety of backgrounds and interests who can share experiences and knowledge of diverse population groups and, in turn, better prepare themselves to serve individual patients who represent the widely divergent elements of our society. The discipline of medicine encompasses not only the direct delivery of health care but also those who, by their individual or collective innovation and creativity, advance our knowledge of health sciences through research in both the clinic and the laboratory.

The University of California, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 (45 CFR 86), and Sections 503 and 504 of the Rehabilitation Act of 1973, does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in any of its policies, procedures, or practices; nor does the University, in compliance with the Age Discrimination in Employment Act of 1967 and Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, discriminate on the basis of race, color, national origin, religion, sex, or handicap in any of its policies, procedures, or practices; nor does the University, in compliance with the Age Discrimination in Employment Act of 1967 and Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, discriminate against any employees or applicants for employment on the basis of their age or because they are disabled veterans or veterans of the Vietnam era. This nondiscrimination policy covers admission, access, and treatment in University programs and activities, and application for the treatment in University employment.

Academic Aid Program. Minority students are provided with academic tutoring and counseling when necessary. Academic counseling is provided by the Health Resources Development Program staff, faculty advisors, other Student Affairs staff, and Associate Deans.

Tutoring is offered by peers, particularly in the first two years of Basic Science, who excel in the area to be tutored. Faculty members also offer tutorial assistance on an informal basis.

Academic assistance is offered by Study Skills personnel to aid students in such areas as test taking, time management and study habits for those students wishing such instruction.

A preclinical retention program is available for medical students in an effort to assist them in making the transition from their preclinical to their clinical years. This is an academic year round program for students who are in their first two years of medical school and is conducted at a student run community bsed clinic in Sacramento. The clinic operates under the auspices of UCD Department of Family Practice.

Summer Programs. The University of California/Davis School of Medicine Health Resources Development Program (HRDP) offers a prematriculation summer program. The six-week summer program is available to all new minority and disadvantaged matriculants.

Instruction is given in Anatomy, Physiology, Histology, and a course in physical examination. All instruction is provided by UCD faculty and volunteer physicians. Lectures on the health care system and clinical correlations in areas relevant to minority and disadvantaged populations are provided by distinguished guest speakers.

Tutoring and small group study sessions are provided as well as assistance in study and learning skills.

HRDP program director and staff are available for counseling. Financial Assistance is available for students' living expenses for the duration of the program.

The program is voluntary; however, students are strongly urged to attend. It is felt that this program will assist the students in the acclimation process and facilitate their transition to Medical School.

A summer program for undergraduate prehealth career students particularly from the northern California area is available. Courses in science and mathematics will be taught by faculty with the emphasis on problem solving. The objective of the program is to assist students to become viable applicants to health professional schools. Eligible students are screened and selected by a committee.

Student Financial Assistance. The School of Medicine will waive the application fee for disadvantaged students who qualify under the AMCAS waiver guidelines. If a waiver is not granted by AMCAS, a waiver request may be completed for this institution separately along with a letter from the Financial Aid Office of the undergraduate college and/or graduate school affirming the student's financial situation. Upon receipt of the application and letter, the fee is generally granted.

No specific financial help is available for interview trips.

Financial aid programs are administered through the School of Medicine Financial Aid Office and are provided on the basis of need. In addition to the usual federal, state, and national programs available to all medi-

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	20	8/12	—	9	5/4	—	32	20/12	—	4	4/0	—
Accepted	3	2/1	—	0	0/0	—	11	5/6	—	0	0/0	—
Matriculated	3	2/1	—	0	0/0	—	8	4/4	—	0	0/0	—
Enrolled												
First-Year	3	2/1	—	0	0/0	—	12	6/6	—	0	0/0	—
All Years	7	5/2	—	4	1/3	—	24	14/10	—	0	0/0	—
1986-87												
Applied	14	7/7	—	12	9/3	—	43	32/11	—	3	1/2	—
Accepted	0	0/0	—	4	3/1	—	9	6/3	—	0	0/0	—
Matriculated	0	0/0	—	3	2/1	—	7	5/2	—	0	0/0	—
Enrolled												
First-Year	0	0/0	—	3	2/1	—	7	5/2	—	0	0/0	—
All Years	6	5/1	—	7	3/4	—	25	14/11	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	0	1	2
American Indian	0	2	2
Mexican American/Chicano	5	4	3
Mainland Puerto Rican	0	0	0

cal students, the Medical School offers two types of scholarships. Regents Scholars are selected on the basis of academic excellence and involve a stipend of up to $2700 per year. Chancellor's Graduate Fellowships are awarded to academically promising students from disadvantaged backgrounds and include a stipend of up to $4200 per year.

University of California, Irvine
College of Medicine

Address inquiries to
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Director of Admissions
Office of Admissions
Student and Curricular Affairs
University of California, Irvine
College of Medicine
Irvine, California 92717
(714) 856-5388

Recruitment. The College of Medicine has demonstrated a strong commitment to identify and recruit applicants from minority backgrounds. Applicants are identified through the Med-MAR list and encouraged to submit applications for admission to UCI-CM. Special contacts are made with premedical advisors and visits are made to high schools, colleges, and universities in California, and selected out-of-state institutions, in addition to making presentations and providing information at career fairs, premed club meetings, health professions conferences and other appropriate places. The Office of Admissions/Student and Curricular Affairs participates in local, state, and national conferences to discuss the College's efforts to attract and retain minority students. Also, conferences and workshops on premedical awareness of application, interview, and acceptance procedures are held at the College of Medicine for interested students. Applications are also encouraged from minority students who are not residents of California.

Admissions. The Admissions Committee reviews all applications for admission. Minority applicants are reviewed by the total Admissions Committee which includes minority faculty, medical students, and community representatives from minority backgrounds. Minority applicants who are granted interviews are interviewed by members of the Admissions Committee. The factors emphasized in the selection of applicants are academic strength, community commitment, motivation, ability to relate to others, long range goals, and leadership qualities.

The application fee may be waived for applicants who have been granted a fee waiver by AMCAS. There are no funds available for interview trips, however interview reports from other medical schools may be submitted in place of an on campus interview.

Academic Aid Programs. An ongoing Academic Monitoring Program beginning with enrollment is coordinated by the Office of Student and Curricular Affairs to identify students in academic difficulty early in their coursework and to ensure the availability of *all resources* before serious academic difficulties are encountered. Basic and Clinical Science Advisors are assigned to all students to provide academic advice through their medical school years. A Peer Tutoring Program is available to all medical students to provide tutorial assistance in the basic and clinical sciences. The tutoring is provided by second and third year medical students. Study skills training and a National Board Review Course are also provided.

Summer Programs. The summer *Pre-Entry Program* is a rigorous, highly structured six-week program which takes place the summer preceding the freshman year. This program provides study skills training and tutorial aid and has challenging, integrated basic science courses as its framework. All minority and socio-economically disadvantaged medical students accepted to the College of Medicine are strongly encouraged to attend the program. Weekly stipends are available for the duration of the program.

The summer *Premedical Program* is a six-week program designed to acquaint minority and socio-economically disadvantaged premedical college students with the skills and prerequisites necessary for entering medical school and with the realities of what it takes to be successful in a medical career. The academic component is geared to the enhancement of study-learning skills, test taking techniques, the study of several of the basic sciences including scientific and clinical topics in order to enhance the likelihood of being accepted to medical school. An individualized research experience under the guidance of a UCI-CCM faculty member is an added feature of the program. Workshops on admissions are conducted throughout the program to acquaint and prepare participants with application procedures, interviewing techniques, and medical school selection processes.

Student Financial Assistance. Financial assistance is available to all students based primarily on financial need. The College of Medicine participates in all publicly recognized financial aid programs. The aid programs consist of scholarships, grants and loans. Currently, 76% of the entering students receive aid of some type. In addition, the College of Medicine's Alumni Office has at its disposal, a limited amount of funds which may be used for emergency situations.

Other Pertinent Information. The *Student Development Program* is designed to provide proactive, programmatic experiences for medical students at different points during the process of medical education in order to enhance students' personal and professional development. Examples of programs include: workshops on stress management, interpersonal relations and career development; professional and peer counseling; student-faculty colloquia, and a variety of speakers series, student organization support and therapeutic recreational activities.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	215	109/106	67.9	25	10/15	68.0	172	104/68	80.2	15	8/7	66.7
Accepted	16	11/5	100.0	2	1/1	0	25	16/9	100.0	1	1/0	100.0
Matriculated	3	1/2	100.0	0	0/0	0	6	3/3	100.0	1	1/0	100.0
Enrolled												
First-Year	3	1/2	100.0	0	0/0	0	9	5/4	100.0	1	1/0	100.0
All Years	23	13/10	100.0	1	1/0	0	57	43/14	96.9	1	1/0	100.0
1986-87												
Applied	226	103/123	71.7	25	12/13	72.0	193	125/68	84.5	11	9/2	54.5
Accepted	17	7/10	94.1	2	1/1	50.0	29	17/12	96.6	1	1/0	100.0
Matriculated	3	1/2	100.0	1	1/0	0	11	5/6	90.9	0	0/0	0
Enrolled												
First-Year	4	1/3	100.0	1	1/0	0	15	6/9	90.9	0	0/0	0
All Years	24	13/11	100.0	1	1/0	0	49	30/19	100.0	1	1/0	100.0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	2	12	5
American Indian	1	0	0
Mexican American/Chicano	16	12	16
Mainland Puerto Rican	0	0	0

University of California, Los Angeles School of Medicine

Address inquiries to
Joe S. Reyes, Jr.
Director, Student Support Services
University of California, Los Angeles
School of Medicine
405 Hilgard Ave.
Los Angeles, California 90024
(213) 825-3575

Recruitment. The UCLA School of Medicine is firmly committed to attracting and educating qualified disadvantaged students. Our interest in promoting quality and equality in medical education has led to the development of a continuum extending from the first student contact to graduation. Recruitment and retention are closely allied.

Faculty and medical students are actively engaged in various aspects of the recruitment process. They attend meetings throughout the country, being available to schools and individuals in the vicinity at the same time. Locally, they visit many colleges and high schools. We encourage campus visits and will arrange daily tours to acquaint prospective students with the facilities and, more importantly, current medical students. A student conference is held in the spring to encourage minority student consideration of opportunities in medicine, particularly at UCLA. Throughout the year, we welcome inquiries and invitations. UCLA's dual goal is the more equitable distribution of physicians in underrepresented groups and the more equitable delivery of health care services to underrepresented areas.

Admissions. The UCLA School of Medicine Admissions Committee is composed of subcommittees, one of which is devoted to the consideration of applicants with disadvantaged backgrounds. This subcommittee for admissions is comprised partly of minority faculty and medical students. This particular subcommittee makes recommendations for action to be taken on minority applicants, as well as other students with socioeconomic handicaps. Final decisions are made by the full Admissions Committee.

As does the full Admissions Committee, the subcommittee evaluates all applications on the basis of academic performance, Medical College Admissions Test scores, letters of recommendations, and personal comments. In addition, the subcommittee carefully considers those factors which might have affected the applicant's past academic record or future achievement. Course requirements are the same for all applicants. Special consideration is given to each applicant's potential contribution to the University's goals and society's needs.

Academic Aid Programs. An ongoing program continuing from admission through graduation is coordinated by the Office of Special Education. The focus of this office is upon individual student performance in the medical curriculum. Attempts are made to identify, analyze, and solve educational difficulties as early as possible. Resources within the University, Medical School and individual departments are developed to relieve specific problems. Services offered include study skills consultation, counseling, review clases, tutoring, anxiety reduction, and a summer orientation program.

Summer Programs. The summer course, Prologue to Medicine, is for a four-week period preceding the freshman year. While it is open to all enrolled freshmen, enrollment is limited and selection is based on the degree of educational benefit to be derived. Prologue has been designed to help assimilate different educational backgrounds, and all accepted applicants with disadvantaged backgrounds are especially urged to consider participating in it. The course itself is a highly organized, interdisciplinary approach which lends itself well to the introduction of the major basic sciences of anatomy, physiology, biochemistry, and histology. Clinical material is introduced early, and serves to relate much of the basic science material. The faculty consists of members of the basic science and clinical departments, which enables students not only to sample various styles, but more importantly, to know some of their professors before fall quarter. Subject matter, per se, is secondary to the organization of a learning behavior to cope with the new rigors of medical education. The pace, although slower at first, builds up to that which is to be encountered when medical school actually begins in the fall. The aim is to make the experience as realistic as possi ble, permitting the students and faculty to anticipate possible trouble spots and work toward early solution.

The objective of this multi-faceted educational program is the maximum retention of our carefully selected students. Our belief is that the best recruitment is a good retention.

Student Financial Assistance. An application fee of $20.00 is requested when an applicant has been granted an interview by the UCLA School of Medicine Admissions Committee. We will consider waiving this fee should the applicant so request at the time of the interview. However, we waive our fee only if the applicant so requests and has been granted a fee waiver by the American Medical College Application Service.

We provide assistance toward meeting the financial needs of our culturally and economically disadvantaged students from University funds which have been authorized to support students in the School of Medicine and private scholarship and loan money from a variety of sources. The financial needs for living and medical school as evaluated from the scholarship-loan forms can be met in several ways through a combination of scholarships and loans. The situation is similar in subsequent years, but may require a slightly larger proportion of the financial aid as loans.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	164	87/77	—	22	9/13	—	154	92/62	—	11	7/4	—
Accepted	16	11/5	—	3	1/2	—	29	18/11	—	2	1/1	—
Matriculated	4	1/3	—	1	0/1	—	7	3/4	—	2	1/1	—
Enrolled												
First-Year	4	1/3	—	2	0/2	—	7	3/4	—	2	1/1	—
All Years	13	6/7	—	6	1/5	—	73	44/29	—	3	1/2	—
1986-87												
Applied	171	79/92	—	18	9/9	—	163	101/62	—	12	10/2	—
Accepted	13	5/8	—	2	0/2	—	30	21/9	—	0	0/0	—
Matriculated	5	3/2	—	1	0/1	—	9	6/3	—	0	0/0	—
Enrolled												
First-Year	5	3/2	—	1	0/1	—	10	6/4	—	0	0/0	—
All Years	15	7/8	—	6	1/5	—	34	20/14	—	3	1/2	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	2	2	6
American Indian	1	2	3
Mexican American/Chicano	3	6	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	13	5/8	—	1	0/1	—	18	14/4	—	0	0/0	0
Enrolled												
First-Year	14	5/9	—	1	0/1	—	19	15/4	—	0	0/0	0
All Years	69	38/31	—	3	1/2	—	73	51/22	—	3	0/3	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	16	8/8	—	0	0/0	—	15	6/9	—	2	2/0	—
Enrolled												
First-Year	19	9/10	—	0	0/0	—	15	6/9	—	2	2/0	—
All Years	65	28/37	—	2	0/2	—	77	51/26	—	4	2/2	—

— Indicates data not available.

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	7	7	7
American Indian	1	0	0
Mexican American/Chicano	8	17	11
Mainland Puerto Rican	1	0	2

The Charles R. Drew University of Medicine and Science (formerly The Charles R. Drew Postgraduate Medical School Drew/UCLA Medical Education Program

Address inquiries to
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The Charles R. Drew University of
Medicine and Science
1621 E. 120th Street
Los Angeles, California 90059
(213) 563-4960

Recruitment. The Drew/UCLA Medical Education Program was initiated by the joint approval of the Regents of the University of California and the Board of Directors of the Charles R. Drew University of Medicine and Science (formerly the Charles R. Drew Postgraduate Medical School) in 1978. The charter class entered the program in 1981. The Drew/UCLA Medical Education program is designed to attract and retain students who wish to address the health needs of urban and rural underserved populations, and who are prepared to do so with competence and compassion.

Faculty, staff and students from the University visit college and high school campuses throughout the State of California and in various regions of the United States. We participate in health career conferences, mock interview sessions and medical school application sessions for repeat applicants. We sponsor ongoing activities designed to interest and prepare undergraduate students for health careers. We also provide speakers for local high school and parent groups.

Admissions. The Drew/UCLA Admissions Committee is composed of both faculty and students. Application must be initiated through AMCAS, and students are required to submit a supplemental application with fee, and three (3) letters of recommendation. The supplemental application fee may be waived with a letter from the student's financial aid office, a fee waiver from AMCAS, or a copy of the student's financial statement. The Medical College Admission Test (MCAT) is also required. Each applicant is evaluated on his/her academic performance to date, and on his/her demonstrated commitment to providing medical care to the urban and rural underserved populations.

Academic Aid Programs. Student counselling, advisement, tutorial programs and study skills courses are coordinated by the Drew Office of Student Affairs, the Drew Center for Academic Achievement, and the UCLA Office of Special Education. Each entering Drew/UCLA student is assigned a Drew faculty advisor who maintains regular contact with the student in order to assist in the resolution of problems.

The academic counsellor serves a vital function by acting as a liaison between the UCLA and Drew campuses, identifying problems involving the pre-clinical students, and devising solutions for the students. Tutorials are provided on a pro-active basis. PRIME I and PRIME II offer study skills assessments and suggestions. National Board reviews (parts I and II) also include study skills assessments and suggestions. Activities involve the Learning Resource Center at the Drew Campus. A Student Retention Committee oversees the academic performance of all students, offering interventions at the earliest possible time. There is some flexibility in the curriculum to allow certain students to re-schedule clinical courses in order to prepare for National Board examinations.

Summer Programs. The Summer MCAT Program serves to facilitate the entry of minority and educationally disadvantaged students into the health professions, including medicine, radiology, optometry, masters of public health, osteopathy, etc. This seven-week residential program is offered to students from the second year of college through graduate school, including new matriculants to the School of Allied Health at the Charles R. Drew University of Medicine and Science, and graduates of the University's Physician's Assistant Program. Courses offered include biology, biochemistry, general chemistry, math-physics, organic chemistry, problem-solving, quantitative skills, reading, reasoning, writing. The student is in class from 8–4 pm Mondays through Fridays, and is in the dormitory in Saturdays. Sundays are free. During this program, students are exposed to the King/Drew Medical Center via a tour. Some physicians invite the students to observe clinical activities, pending the patient's permission. Contact Persons: Mary Blanding, Louise Howard, La Verne Grinnage at 213-563-4926. This program is a federally funded program, at no cost to the student. except for a partially refundable $150.00. There is a stipend of $600, plus all bookx and lodging. Students live at California State University at Dominguez, and purchase their own meals. Students are counselled on admission requirements and strategies, financial aid and specialty requirements.

PRIME I is a pre-entry program for recently matriculated Drew/UCLA Medical Education Program students. It provides an orientation to the institution at the Watts/Willowbrook/Compton community, as well as introducing the students to the basic science courses that are taught in the first semester of the freshman year. The program is four weeks long, with three weeks spent in the Drew campus and the last week spent at UCLA (in the Prologue Program). All recently matriculated Drew/Medical Education Program students participate in this pre-entry course. Courses include biochemistry, gross anatomy, orientation to primary care (visiting clinics and community facilities), physiology, stress reduction, study skills. Exposure activities include visits to community programs including Headstart, JAMAA, Skid Row, etc.

Contact Persons: Mary Blanding, Louise Howard, La Verne Grinnage at 213-563-4926. Cost to student: None. Federally funded by HCOP.

PRIME II is a program which aims to increase the ability of Drew/UCLA Medical Education Program students, who have just completed the freshman year, to attain a 3.0 index or higher in subsequent years. It also aims to increase their potential to pass National Board of Medical Examiners Part I.

The program is 4 weeks in length, on a full-time basis. All students who completed the freshman year with a 3.0 index or less are eligible. Courses include biochemistry, cardiovascular physiology, gross anatomy, introduction to the second year courses (including pathophysiology of disease, pharmacology, microbiology and immunology) & National Board of Medical Examiners Part I preparation. Contact Persons: Mary Blanding, Louise Howard, LaVerne Grinnage at 213-563-4926. The program is free to the student.

ACE is a program that allows students to increase their abilities to process and master information. The duration is 45 instructional hours, usually arranged as 3 days per week for four weeks. Any student from high school senior level through professional degree (e.g., Ph.D., medical student, etc.) is eligible. Also eligible is any student who is not yet ready to take the MCAT examination.

Courses are non content-oriented, and focus on reading, writing, lower level reasoning; quantitative analysis (probability and making estimates based on probability); and math physics.

Contact Persons: Mary Blanding, Louise Howard La Verne Grinnage at 213-563-4926. Cost to student: $300.

Weekend MCAT Program. This program is similar to the summer MCAT program, but is offered on Saturdays from January through Marcy. Some Sunday work is included.

Student Financial Assistance. Some of the enrolled Drew/UCLA Medical Education Program students offer housing and a tour of the Drew and UCLA campuses to applicants. There are various sources of scholarships and awards, including: Alma Wells Givens scholarship (auxiliary of the National Medical Association); The Callie Satcher Fund (Charles R. Drew Univesity of medicine and Science); the Association of Black Women Physicians' scholarship; the Inglewood Physicians' Association; the Charles R. Drew Medical Society's scholarship/loan fund; the Pfizer Minority Medical Student scholarship; the Merck Company Foundation Fund, etc. Loans may be obtained from the Drew Status of Women in Medicine (S.W.I.M.) Committee, the Charles R. Drew Medical Society. Emergency loans are available through the Drew and the UCLA Office of Student Affairs.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	416	217/199	—	18	7/11	—	125	77/48	—	11	6/5	—
Accepted	17	9/8	—	0	0	—	14	9/5	—	0	0	—
Matriculated	11	5/6	—	0	0	—	5	4/1	—	0	0	—
Enrolled												
First-Year	9	2/7	—	0	0	—	6	5/1	—	0	0	—
All Years	—	—	—	—	—	—	—	—	—	—	—	—
1986-87												
Applied	457	225/232	—	14	8/6	—	140	83/57	—	14	11/3	—
Accepted	20	11/9	—	0	0	—	10	6/4	—	0	0	—
Matriculated	13	8/5	—	0	0	—	5	3/2	—	0	0	—
Enrolled												
First-Year	13	8/5	—	0	0	—	7	3/4	—	0	0	—
All Years	—	—	—	—	—	—	—	—	—	—	—	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	5	14	11
American Indian	0	1	1
Mexican American/Chicano	0	8	5
Mainland Puerto Rican	0	0	0

University of California, San Diego School of Medicine

Address inquiries to
Dr. Percy J. Russell
Assistant Dean
Mary E. Bush
Director, Special Admissions Support Program
University of California, San Deigo
School of Medicine
Medical Teaching Facility Rm 162 (M-021)
La Jolla, California 92093
(619) 534-4170
or 534-4184

Recruitment. Recruitment is conducted by medical students, faculty, and administrators who are themselves representatives of disadvantaged backgrounds. Conferences, seminars, and workshops are held on campus to inform and encourage students, counselors, and premedical advisors of current opportunities in medicine and health-related fields. Speakers are sent to schools with high disadvantaged student populations and high interest in health-related career goals. On campus, the Minority Recruitment Office of the medical school serves as a focal point for information pertinent to the health sciences in general, and the UCSD medical school in particular.

Admissions. The Recruitment and Admissions Committee (RAC) screens all applications, selects applicants to invite for an interview, and interviews them. Within the RAC, there is a Special Admissions Subcommittee (SAS) whose membership consists of faculty from disadvantaged and other backgrounds and two students with voting privileges. This subcommittee is devoted to the consideration of applicants with disadvantaged backgrounds. This Committee makes its recommendations on disadvantaged students to the Admissions Committee which in turn makes decisions on all students.

Academic Aid Programs. After matriculation to UCSD School of Medicine, ongoing tutorial services are available, and the use of these services is encouraged. Tutorial services in various basic science areas are performed by professionals, such as postdoctoral fellows, who are intimately familiar with the lecture material. Special student guides and study programs have been developed for tutorial services. Similar programs, services, and assistance are available in preparation for the National Medical Board Examinations, Part I. The services are individualized to meet specific needs. The students also have access to a learning resources expert who can analyze and treat learning problems.

Summer Programs. The University of California, San Diego School of Medicine offers a Summer Program for minority and disadvantaged students who have been accepted into a medical school for the fall quarter. The course, which has been developed over a period of years, covers areas most challenging for first-year medical students. The program serves to acquaint the incoming student with the rigors of the medical school curricula to ensure academic success during the regular school term. Emphasis will be placed on medical physiology, pharmacology, and biochemistry because our experience has shown these areas to be the most difficult for first-year medical students and also the least likely to have been covered in undergraduate courses.

The Summer Program has been designed by the UC San Diego tutorial director. It is limited to twenty-five applicants who have been selected because of their need for additional enrichment, or who have been enrolled with an admissions variance. A per diem is awarded to each participant. Even though the course is highly structured, students have the opportunity to orient themselves to the medical school environment and the San Diego Community before regular classes commence.

There are two mechanisms for applying to the Summer Program. One is referral by the accepting medical school of minority students who would profit from this experience. The other is direct application from minority students desiring this additional exposure prior to matriculation. Interested applicants must submit a copy of their AMCAS application and verification of acceptance to medical school. No additional information is required. Applications are accepted as soon as verification of acceptance by a medical school can be established. First preference is given to students accepted by UCSD. The deadline for applications is May 1. Final selection is made by May 15.

Student Financial Assistance. Application fees may be waived for disadvantaged students when requested in writing. When numbers are sufficient, regional interviews can also be arranged.

Financial aid is awarded to students on the basis of demonstrated need. Intensive efforts are made to provide ample support for individuals from groups traditionally underrepresented in medicine.

A Special Admissions Support (SAS) Scholarship has been instituted with the support of our Financial Aid officer, as an incentive to recruit students from disadvantaged backgrounds who show great promise. This is being provided as a stimulus in securing an early decision to definitely matriculate into UCSD-SOM and not hold multiple acceptances. They will have the highest priority for funding throughout their medical school career.

Other Pertinent Information. About one quarter of the coursework is elective and selected by the student. Opportunities for the minority medical students to interact with physicians practicing in the minority communities through summer preceptorships are available beginning in the freshman year. In addition, the clinical clerkships may be in other areas of the country and can serve as a means to learn about internship opportunities.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	174	86/88	70.7	25	10/15	76.0	169	96/73	80.5	16	10/6	50.0
Accepted	19	11/8	78.9	1	1/0	100.0	27	17/10	96.3	1	1/0	0
Matriculated	3	2/1	100.0	1	1/0	100.0	16	10/6	93.8	0	0/0	0
Enrolled												
First-Year	5	2/3	100.0	1	1/0	100.0	18	11/7	94.1	0	0/0	0
All Years	32	20/12	95.5	2	2/0	0	50	37/13	96.0	0	0/0	0
1986-87												
Applied	222	108/114	64.0	20	11/9	70.0	189	119/70	79.9	16	11/5	31.3
Accepted	27	16/11	81.5	0	0/0	0	21	15/6	95.2	0	0/0	0
Matriculated	12	8/4	91.7	0	0/0	0	12	7/5	100.0	0	0/0	0
Enrolled												
First-Year	14	9/5	91.7	0	0/0	0	15	8/7	100.0	0	0/0	0
All Years	35	22/13	100.0	1	1/0	100.0	55	39/16	93.8	0	0/0	0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	8	10	5
American Indian	1	0	0
Mexican American/Chicano	7	12	11
Mainland Puerto Rican	0	0	0

University of California, San Francisco School of Medicine

Address inquiries to
Dr. Lloyd H. Smith, Jr.
Associate Dean for Special Projects and Admissions or
Kathleen Plessas
Admissions Officer
University of California, San Francisco
School of Medicine
San Francisco, California 94143
(415) 476-4044

Recruitment. The School of Medicine has a longstanding commitment to increasing the number of underrepresented racial/ethnic groups (Black American, Mexican American, American Indian, and mainland Puerto Rican). As a result, UCSF has had, over the last twenty years, one of the highest minority enrollments of continental U.S. medical schools (with the exception of Howard and Meharry). Currently 22% of the medical students are members of underrepresented minority groups.

Faculty, administrative staff, students, and alumni of the School of Medicine participate in a variety of formal and informal recruitment activities. They serve as speakers or resource persons at minority pre-medical conferences, summer programs and scientific symposia. Medical School staff counsel prospective candidates and unsuccessful applicants. The school cooperates with minority student organizations to assist underrepresented applicants who are interviewed at UCSF. Medical School faculty serve as advisors and research preceptors in the UCSF Affirmative Action Summer Research Opportunity Program, for college students interested in academic health professional careers. They also participate in the UCSF Early Outreach Summer Residency Program for high school students (California residents only) who are interested in health science careers.

Admissions. Applicants requesting minority consideration are evaluated by members of the Admissions Committee who have expertise in the assessment of socioeconomically disadvantaged applicants.

Selection is based on an appraisal of both intellectual and personal characteristics which the Admissions Committee regards as desirable for prospective medical students and physicians. Each application is reviewed individually. Screening, based on the information provided in the AMCAS application occurs shortly after its receipt. Academic performance is evaluated in relation to background, with the aim of determining the influence of external factors on this parameter; therefore, non-traditional applicants should not be discouraged from applying. Applicants granted further consideration are requested to provide letters of recommendation, which play a significant role in the selection process. Completed files are evaluated and a limited number of applicants are selected for interview. Personal interviews are required of applicants who pass the second screening. It is to applicants' advantage to be interviewed at UCSF. If this is not possible, interview reports from other medical schools are acceptable.

Nonresidents as well as California residents are encouraged to apply. About 15-20% of our entering students are from other states.

Successful applicants tend to have solid academic records; firm and clear motivation for medicine that is manifested in their work experience, activities, or interests; and outstanding personal qualities.

Academic Aid Programs. Individual tutors are provided as necessary, during any quarter. Instruction in study skills is offered to those students who need and wish such instruction. On an individual basis, a few students who will benefit from a decelerated course, in which an additional year is taken to complete the basic sciences, are permitted to do so.

The UCSF Medical Scholars Program (MSP) is an innovative program designed to encourage minority and women students to consider careers in academic medicine. In order to achieve its goal of enhancing excellence, MSP offers "science chats," informal sessions at which students present the results of research they have performed, and honors workshps which run concurrent to the major first-year courses. MSP is open to all students and has established a strong track record of student achievement both in course work and in summer research.

An important aspect of the program is that students are not burdened with negative images of remediation. Instead, they are given educational stimulation to assist them in achieving their full academic potential.

Student Financial Assistance. The School of Medicine awards a number of special scholarships, based on academic achievement, to entering minority students. Additionally the student fees at UCSF are comparatively low (approximately $1500 per year for California residents; approximately $5800 including tuition for non-residents). General financial support is available through the Financial Aid Office. Aid packages consist of a combination of loans, grants-in-aid, and scholarships.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Men/ Total	% State Women	Residents	Men/ Total	% State Women	Residents
Applied	282	145/137	43.6	32	16/16	56.3	166	102/64	72.9	20	13/7	40.0
Accepted	17	11/6	58.8	3	2/1	66.7	10	7/3	70.0	3	3/0	0
Matriculated	9	6/3	66.7	3	2/1	66.7	5	5/0	60.0	2	2/0	0
Enrolled												
First-Year	9	6/3	66.7	3	2/1	66.7	5	5/0	60.0	2	2/0	0
All Years	47	31/16	50.0	10	7/3	100.0	47	30/17	93.1	6	4/2	60.0
1986-87												
Applied	238	112/126	48.3	22	10/12	63.6	166	109/57	78.9	26	17/9	15.4
Accepted	20	11/9	35.0	4	2/2	100.0	24	16/8	87.5	3	3/0	33.3
Matriculated	16	9/7	40.0	4	2/2	100.0	18	12/6	88.9	2	2/0	50.0
Enrolled												
First-Year	16	9/7	40.0	4	2/2	100.0	18	12/6	88.9	2	2/0	50.0
All Years	54	36/18	60.7	13	8/5	85.7	48	31/17	88.2	8	6/2	40.0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	9	10	14
American Indian	1	2	4
Mexican American/Chicano	13	14	12
Mainland Puerto Rican	0	1	2

Loma Linda University School of Medicine

Address inquiries to
Dr. William M. Hooker
Associate Dean
Loma Linda University
School of Medicine
Loma Linda, California 92350
(714) 824-4466

Recruitment. The recruitment of disadvantaged students to the Loma Linda University School of Medicine is part of a commitment that extends throughout the school system sponsored by the Seventh Day Adventist Church. High school level students are encouraged to pursue careers in science, and undergraduate college level students are notably oriented toward medical and paramedical fields. The School of Medicine sponsors a summer program for undergraduate juniors to bring them to the school and offers a mixed program of research, clinical clerkship exposure, gross anatomy, and neuroanatomy coursework and, a series of counseling and study skills workshops. This program utilizes minority faculty advisors and student tutors and because of the limited numbers is presently available for applicants from Oakwood College, a church sponsored college in Huntsville, Alabama primarily for black students. In addition, some members of the Admissions Committee regularly visit students at Oakwood College for recruitment purposes.

Admissions. Minority applicants are reviewed by the entire Admissions Committee and the Admissions Office staff. The committee includes student representation and minority faculty. Assessment of all applicants is based on the overall academic record, the pattern of academic performance, motivation, extracurricular activities, ability to relate to people, emotional stability and life styles that are in accordance with the standards and policies of the school.

Academic Aid Programs. All students matriculating at the Loma Linda University School of Medicine have tutoring and other academic aid services available. These services are provided by a qualified professional counseling center, selected faculty, graduate students and quite often by interested and competent students. These resources help provide support to the stu dent feeling the need for assistance.

Summer Programs. The summer program for recruitment purposes has recently been expanded to include some of the accepted freshman class members who come from disadvantaged and minority backgrounds. This program consists of motivational and study skills, counseling and workshops, exposure to a research lab for part of the summer, an introductory course in Neuroanatomy and various clinical clerkships.

It is felt that the disadvantaged student is often one who does not have exposure to many of the clinical aspects of the program and so considerable emphasis is placed on orienting the student to the clinical clerkship experience.

Student Financial Assistance. Application fees may be waived for disadvantaged students when requested in writing. Interview travel is usually not necessary as members of the Admissions Committee regularly travel to college sites throughout the nation.

Financial support is available to students on the basis of demonstrated need. A variety of funds are available for disadvantaged and minority students.

University of Southern California
School of Medicine

Address inquiries to
Ms. Althea Alexander
Director, Office of Minority Affairs
University of Southern California
School of Medicine
2025 Zonal Avenue
Los Angeles, California 90033
(213) 224-7237

Recruitment. Consistent with the premise that the choice of career in the health professions requires early academic preparation and planning, the University of Southern California School of Medicine recruitment effort is multi-faceted and multi-leveled. Throughout the Med-Cor Program, which is concerned with identifying interested and talented high school and college students, an intensive program is conducted. The pro gram consists of weekly science enrichment sessions throughout the school year. During the summer months, students work in health-related jobs in the Los Angeles County-University of Southern California Medical Center. At the undergraduate level, an active recruitment program is conducted through regular visits to local colleges and universities as well as liaison with premedical advisors and student organizations.

The Health Professional Preparation Program (HEPP) has two phases. The first is an eight-week summer studies schedule and the second is tutorial assistance that will extend over the freshman year. Throughout the entire time each student will have the opportunity to observe clinical medical practices at USC/LAC Medical Center. The summer is devoted to the study of biology, chemistry, mathematics and writing with the goal of preparing the students to enter regular college classes in September.

Admissions. The Committee on Admissions considers all qualified applicants. Each applicant is assessed on the basis of his/her potential as a physician.

The director of the Office of Minority Affairs is a member of the Admission and Screening Committee.

All qualifying minority students are interviewed at the University of Southern California School of Medicine. Great care is taken to ensure that qualified students from disadvantaged backgrounds are accepted to USC.

There are eighteen members of the Admissions Committee and student representatives from second, third and fourth year sit on the Committee. Permanent members of the Committee include: Dean of Admissions, Chairman of Admissions, and the Director of the Office of Minority Affairs.

Academic Aid Programs. Throughout the academic year, tutoring services are provided for all students.

Complete advisement and retention activities are offered to all Medical School matriculants.

Summer Program. This summer we will continue offering a program for incoming freshmen that will give them a four week projection of the first year curriculum.

Student Financial Assistance. The Dean has provided six four-year scholarships and limited monies are available for tuition through privately endowed scholarships. Students have access to several low interest loan funds.

Stanford University School of Medicine

Address inquiries to:
Dr. Fernando Mendoza
Dr. Roger A. Peeks
Assistant Deans of Student Affairs
Stanford University
School of Medicine
851 Welch Road, Suite 154
Palo Alto, California 94305
(415) 497-6861 or 6951

Recruitment. The Stanford University Medical School sends recruiters (faculty and students) to a number of summer programs in which minority premedical students are enrolled. In addition, we have participated in career day programs throughout the country.

Yearly we send specially prepared brochures describing our program to a large number of minority students on the Med-MAR list. Our students are encouraged to inform minority students at their own undergraduate colleges about our program.

Admissions. The Stanford University Medical School's minority admissions program was established in 1968 as a result of a policy approved and adopted by the Medical School's Faculty Senate. This policy statement was reviewed in 1973 with the goal of increasing the representation of minorities in the Medical School. It was again reviewed in 1978, and the commitment of the School to the education of minorities was reconfirmed.

Applications from minority candidates are currently evaluated by two members of the Admissions Panel (which includes minority students and faculty representatives) to determine whether an interview should be granted. Each application from a minority also is reviewed by a Minority Advisory Panel. Only completed applications are considered. A completed application consists of the AMCAS application form, supplementary information form, $55.00 application fee (or fee waiver), and three letters of recommendation. Fee waivers are granted automatically if applicants have been approved for an AMCAS fee waiver. They will also be granted to applicants who can provide a letter from the financial aid officer at their undergraduate institution stating that payment of the application fee would constitute a financial hardship. Applicants who apply to the Medical Scientist Training Program (MSTP) must also complete that application before their application to the Medical School will be considered complete. Applications not completed by given deadlines are withdrawn from consideration.

Academic factors employed in evaluation are the applicant's GPA and MCAT scores, interpreted in the light of the applicant's opportunities and experiences. Candidates whose overall evaluations are strong, will be interviewed by two members of the Admissions Panel. Through the interview, the Admissions Panel also reviews personal factors which it considers are indicative of a high potential for innovative contributions in medicine. After these interviews, the Committee evaluates and votes on each applicant. Candidates are then ranked by the Committee, and letters of acceptance are sent on the basis of this ranking. In 1982, 16 minority students matriculated in the first year class of 86 students.

Academic Aid Programs. As a result of a change of policy implemented with the class entering in 1984, Stanford has a formal, required curriculum which includes two years of basic preclinical training followed by two years of clinical experience. However, the curricular plan gives students the option of extending their period of study to 5 or more years. This arrangement allows students to enrich their training with research or other types of experience and, in addition, offers them the possibility of adjusting their academic load according to their individual needs and capacities.

If academic difficulties arise, tutorial assistance is available to help students improve their performance. Instruction is also available on the general problems of time management and study skills. Peer study groups are also an important source of help to minority students. Since 1968, 257 minority students have been admitted and eight have been lost as a result of academic difficulties.

Summer Programs. In 1984, Stanford University School of Medicine started an early matriculation summer program. The program is designed for disadvantaged students who have been accepted and will attend Stanford. The Summer Program includes preclinical coursework and opportunities to engage in research activities with faculty members. Further information may be obtained by contacting the Director of Admissions or either of the two Assistant Deans.

Student Financial Assistance. Applicants are accepted without consideration of their ability to meet the expenses of attending the School. Available funds, both grant and loan, are distributed among the M.D. candidates solely on the basis of need, the primary determinant of which is the Graduate and Professional School Financial Aid Service (GAPSFAS). All students at the School of Medicine are considered to be parental dependents. Eligibility for aid is assessed according to budgets that are standardized for various living situations. Any expenses in excess of the standard budget are reviewed separately. There can be no assurance that funds to cover these will be made available, but as many legitimate expenses as possible will be covered if resources permit. Approximately 80 percent of the student body receives some sort of financial assistance.

Other Pertinent Information. The Stanford University Medical School provides an environment where the individual is judged on intellectual and academic merits. Training is rigorous and every student is expected to develop a sound basis of professional competence. However, Stanford does not wish to mold its students into a specific kind of professional person; instead the aim is to help students achieve and sharpen their own unique professional capabilities and to develop an inquiring and critical approach to medicine in tune with their individual interests. Because of our commitment to seeing increased representation of minorities on medical school faculties in the future, special efforts are made to increase our students' awareness of the opportunities open to them in careers in academic medicine. Our Admissions Committee recruits outstanding minority applicants with a potential for leadership in medicine and makes every effort to identify those with promise for an eventual academic career.

Stanford Medical School is situated on the campus of the University, and it is possible for medical students to take academic work in other schools on campus, concurrently with their medical studies. It is hoped that students will make use of this possibility together with the flexibility of the Medical School curricular schedule, to develop other academic interests relevant to their long-term goals in medicine.

Stanford is world-renowned for the quality of the its clinical care. It receives referral cases on a nationwide and, indeed, on a world-wide basis. It offers medical students excellent opportunities for clinical training through clerkships, not only at the Stanford University Hospital but also at the Santa Clara Valley Medical Center (a county hospital), the Palo Alto Veterans Administration Medical Center, the Childrens' Hospital at Stanford, the Kaiser Permanente Hospital (an HMO hospital), and the San Jose Hospital (a private community hospital). Overall, these facilities provide nearly 2,100 teaching hospital beds. Students also have the opportunity to take clerkships in other approved institutions either in the U.S. or abroad. They may also gain experience of primary care at community clinics, including the Drew Clinic and the Alviso Clinic which mainly serve Black and Chicano populations. These clinical experiences have allowed Stanford minority students to enter some of the most prestigious residency training programs in the U.S.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	3	2/1	—	0	0/0	—	1	0/1	—	2	1/1	—
Enrolled												
First-Year	4	2/2	—	0	0/0	—	1	0/1	—	2	1/1	—
All Years	22	15/7	—	1	1/0	—	2	1/1	—	2	1/1	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	6	3/3	—	0	0/0	—	2	0/2	—	1	1/0	—
Enrolled												
First-Year	6	3/3	—	0	0/0	—	2	0/2	—	1	1/0	—
All Years	23	15/8	—	0	0/0	—	2	0/2	—	3	2/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	5	7	8
American Indian	0	0	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	153	88/65	69.3	17	9/8	82.4	139	85/54	81.3	12	10/2	50.0
Accepted	7	5/2	100.0	3	2/1	66.7	20	16/4	90.0	1	0/1	100.0
Matriculated	2	2/0	100.0	1	1/0	0	3	2/1	100.0	0	0/0	0
Enrolled												
First-Year	3	3/0	100.0	1	1/0	0	3	2/1	100.0	0	0/0	0
All Years	11	10/1	100.0	1	1/0	0	13	9/4	100.0	1	1/0	100.0
1986-87												
Applied	149	69/80	63.1	17	9/8	70.6	150	97/53	78.7	11	10/1	54.5
Accepted	9	6/3	88.9	2	2/0	50.0	15	13/2	93.3	3	3/0	100.0
Matriculated	1	0/1	100.0	0	0/0	0	3	3/0	100.0	0	0/0	0
Enrolled												
First-Year	1	0/1	100.0	0	0/0	0	4	3/1	100.0	0	0/0	0
All Years	12	10/2	100.0	1	1/0	0	12	9/3	100.0	1	1/0	100.0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	1	4	2
American Indian	0	0	0
Mexican American/Chicano	4	2	4
Mainland Puerto Rican	0	0	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	231	121/110	27.7	31	16/15	35.5	160	104/56	62.5	29	22/7	24.1
Accepted	17	13/4	41.2	4	3/1	0	11	7/4	54.5	1	1/0	0
Matriculated	6	6/0	50.0	1	1/0	0	6	3/3	50.0	0	0/0	0
Enrolled												
First-Year	6	6/0	50.0	1	1/0	0	6	3/3	50.0	0	0/0	0
All Years	36	26/10	26.1	7	7/0	0	34	27/7	75.0	0	0/0	0
1986-87												
Applied	279	137/142	31.2	28	15/13	42.9	173	117/56	68.8	36	27/9	16.7
Accepted	20	14/6	30.0	1	1/0	0	15	10/5	66.7	5	5/0	20.0
Matriculated	10	8/2	40.0	1	1/0	0	8	5/3	75.0	1	1/0	0
Enrolled												
First-Year	10	8/2	40.0	1	1/0	0	8	5/3	75.0	1	1/0	0
All Years	36	26/10	26.3	7	7/0	0	34	25/9	64.3	1	1/0	0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	2	9	6
American Indian	0	2	0
Mexican American/Chicano	9	6	6
Mainland Puerto Rican	0	0	0

University of Colorado Health Sciences Center

Address inquiries to
Jerry Soliz
Director
Office of Minority Student Affairs
University of Colorado
Health Sciences Center
4200 East Ninth Avenue, Box A-088
Denver, Colorado 80262
(303) 270-8558

Recruitment. The University of Colorado Health Sciences Center's (UCHSC) Office of Minority Student Affairs (OMSA) is a center-wide office servicing UCHSC's School of Medicine as well as the other pro grams and schools at the Health Sciences Center.

The Office of Minority Student Affairs has been in existence since 1972. The Office was established to rectify the disproportionate number of minority students admitted to health science programs. The OMSA has three basic objectives: 1) to discover, motivate, develop, and sustain the interest of post-secondary minority and disadvantaged students in a health/science career; 2) to increase the number of qualified minority students admitted to the University of Colorado Health Sciences Center pro grams; and 3) to provide optimal conditions for these students to complete their profes sional training.

The staff of the OMSA visits the 26, two and four year academic institutions in Colorado during the school year. These recruitment efforts take the form of field visitations, class presentations, and career day activities. OMSA staff are accompanied by minority medical students and in many instances faculty representatives.

Admissions. The admissions committee is composed of some 20 basic science, clinician, and community practitioners. The faculty members have a variety of educational, cultural, and professional backgrounds. The committee is chaired by the Associate Dean of Admissions, School of Medicine. There are 117-125 students admitted to UCHSC's School of Medicine each year. There is a strong commitment to admit and graduate ethnic minority and disadvantaged students. To this end a significant portion of each matriculating class is comprised of minority students.

With respect to the criteria, both cognitive and non-cognitive factors are considered relative to the admissions process. Specifically, criteria such as overall GPA, science GPA, senior year GPA, MCAT scores, ethnicity, medically related work experience, and two personal interviews are quantified and integrated into a formula with a resultant score that in large part determines an applicant's suitability for medical school at the Health Sciences Center. There is flexibility in the process in that the students, both minority and non-minority alike, with the highest scores are not necessarily the individuals who ultimately matriculate into UCHSC's School of Medicine.

Academic Aid Programs. The OMSA has a full-time staff component for retention. The Learning Assistance Coordinator is responsible for assisting medical students in a variety of areas including: learning assistance, study skills, test-taking anxiety, note-taking, refining oral and written communication skills, and advocacy. In addition, this individual, along with OMSA counselors, assists students with personal, academic, and financial concerns.

The services provided are available to all medical students. However, the focus is on minority and disadvantaged students. More specifically, tutorial programs (group and individual); student advocacy, including the extended curriculum program (three years to complete the traditional two-year basic science curriculum), and liaison for minority students with faculty and administration; and National Board review and preparation essions have been designed for the express purpose of providing academic reinforce ment and support for minority medical students.

Summer Program. The UCHSC School of Medicine offers an eight week summer course for matriculating UCHSC minority medical students. The course, entitled "Introduction to Medical Science," is an intensive exercise that covers a variety of subjects including the following: study skills (including medical terminology), review of chemistry, biochemistry, biophysics and genetics, embryology, neuroanatomy, gross anatomy, and physiology. The course is designed to increase the level of preparation for those minority students who are considered to be lacking in certain undergraduate academic areas. In addition, the summer course is instrumental in helping these individuals adapt to the rigors of a medical school curriculum.

Student Financial Assistance. Financial aid generally consists of a combination of long-term low interest loans, grants and in some cases part-time employment. All financial aid is awarded on the basis of financial need. Financial need is defined as the difference between the cost of attendance as defined by the institution (tuition and fees, books and supplies, room and board, transportation and essential incidental expenses) and total resources available to the student. All applicants for aid must be admitted to a professional program or be degree candidates, and registered as full-time students to be eligible for financial aid.

Financial aid applications can be obtained in the Office of Financial Aid. Applications are not available to students who have not been officially accepted to a program at the Health Sciences Center.

The deadline for submitting applications for financial aid is April 1 preceding the academic year for which assistance is desired or 30 days after the date of the letter of acceptance for entering students. Late applications will be accepted and considered after those received by the deadlines.

For inquiries and requests contact: Office of Financial Aid, University of Colorado Health Sciences Center, 4200 E. Ninth Ave., Box A-088, Denver, CO 80262 or call (303) 270-8364.

University of Connecticut School of Medicine

Address inquiries to
Dr. Marja Hurley
Associate Dean, Minority Student Affairs
The University of Connecticut
Medical School
Farmington, Connecticut 06032
(203) 679-3483

Recruitment. The University of Connecticut School of Medicine actively recruits minority group and disadvantaged applicants. Visits to area institutions, attendance at recruitment programs and use of community resources are some of the methods used to interest qualified applicants in our programs. Our own students are actively encouraged to participate in the recruitment program.

Admissions. Candidates for admission receive a thorough and sensitive review and are selected on a competitive basis. All applicants from minority group and disadvantaged backgrounds are reviewed early in the admissions process.

Academic Aid Programs. A tutorial program subsidized by the Dean's office is available. A special self-help program operated by the UCONN SNMA chapter is in operation.

Summer Programs. A new program, A Scholars Training Academy, which provides enrichment in advanced course in Mathematics, English and the Basic Sciences is an HCOP supported program sponsored by the University's Health Center for undergraduate minority students interested in Dental Medicine, Medicine and Pharmacy. The eight week experience will provide an $800.00 stipend to successful applicants who will be in their prefreshman, postfreshman or postsophomore stages of undergraduate training at the time the program is offered. Room and board gratis; Connecticut residents preferred but out-of-state applications are encouraged.

A Minority Scholars Institute which simulates the first year of Basic Medical Sciences is sponsored by the University's Health Center for undergraduate minority students interested in medicine and dental medicine. This eight week program provides a $1000. stipend to competitive 2nd and 3rd year students. Room and board gratis; Connecticut residents preferred.

Student Financial Assistance. The application fee may be waived. The financial aid program available for all students has, in the past, been able to meet approximately 85-90% of estimated financial need. Financial aid packages typically consist of scholarships, tuition remissions, and loans. Scholarship funds are available to first-year and continuing minority students.

Other Pertinent Information. The University of Connecticut is a small institution, 80 per class, where the student does not get lost in the institutional shuffle. A counseling and adult development program is available to all students. A student based tutorial program is also available.

Yale University School of Medicine

Address inquiries to
Dr. Thomas L. Lentz
Assistant Dean for Admissions
Yale University
School of Medicine
333 Cedar Street
New Haven, Connecticut 06510
(203) 785-2643

Recruitment. The Yale University School of Medicine seeks to achieve diversity in its classes and an adequate representation of minority groups. Minority recruitment is carried out in the context of total recruitment efforts. Qualified members of all minority groups are encouraged to apply. The Chairman of the Committee on Admissions, other faculty members, and students periodically visit colleges and universities or attend minority conferences to talk to minority students and inform them about our school.

Admissions. Minority applications are considered by the same general procedures as all applications and within the context of the larger Admissions Committee activities. There are three minority faculty members on the Admissions Committee, and two to three other minority faculty members are involved in interviewing applicants. The minority interviewers and Admissions Committee constitute an informal subcommittee which advises the full committee on minority issues. At least one of a minority applicant's interviews is with a minority member of the committee. Minority applicants are invited to meet with and have lunch with minority students.

Academic Aid Programs. Any student who has difficulty or wishes assistance during the first year of medical school, or at any time thereafter, can receive tutorial assistance from a faculty member. The Yale Program of Medical Education offers the student considerable freedom for individual curriculum planning according to the ability and interests of the student. The student is encouraged to advance at his or her own pace. Grades are not given and rank order not established at Yale. Evaluation of achievement is based primarily on the intimate acquaintances of faculty members with each student and their appraisal of the student's progress. Each basic science department will give at least one written, anonymous examination during the course. At the end of each course, an anonymous, minimum competence examination will be given which all students must take.

Summer Programs. There is no academic reinforcement program during the summer prior to matriculation at Yale.

Student Financial Assistance. The application fee is generally waived if requested by the student's present financial aid officer. Financial assistance is not available for interview trips, but if the applicant lives a long distance from Yale, we will make arrangements to have the interview conducted in his/her area. All students are eligible for financial assistance while in medical school according to need. The Graduate and Professional School Financial Aid Service (GAPSFAS) is used to establish financial need. The total budget, including tuition, room, board, and all other expenses, for a single first year student in 1987–88 is $22,450. Aid is based on the difference between this budget and the GAPSFAS determination of parents and student expected contribution. The first $12,500 of needed assistance is given in the form of loans and above that amount is given in the form of scholarships.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	18	9/9	—	10	6/4	—	26	15/11	—	1	0/1	—
Accepted	2	1/1	—	2	1/1	—	4	2/2	—	0	0/0	—
Matriculated	0	0/0	—	1	1/0	—	2	1/1	—	0	0/0	—
Enrolled												
First-Year	0	0/0	—	1	1/0	—	2	1/1	—	0	0/0	—
All Years	5	3/2	—	3	2/1	—	13	6/7	—	0	0/0	—
1986-87												
Applied	18	13/5	—	6	5/1	—	31	17/14	—	4	3/1	—
Accepted	1	1/0	—	0	0/0	—	3	2/1	—	1	1/0	—
Matriculated	1	1/0	—	0	0/0	—	2	1/1	—	0	0/0	—
Enrolled												
First-Year	1	1/0	—	0	0/0	—	4	3/1	—	0	0/0	—
All Years	4	3/1	—	1	1/0	—	16	10/6	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	1	1	2
American Indian	2	0	0
Mexican American/Chicano	4	3	2
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985–86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	4	2/2	—	0	0/0	—	1	0/1	—	1	1/0	—
Enrolled												
First-Year	4	2/2	—	0	0/0	—	1	0/1	—	1	1/0	—
All Years	13	6/7	—	0	0/0	—	1	0/1	—	5	3/2	—
1986–87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	4	1/3	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	7	2/5	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	15	6/9	—	0	0/0	—	1	0/1	—	4	3/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985–86	1986–87	1987–88 (est.)
Black American	2	2	3
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	1	1	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	79	38/41	—	3	3/0	—	43	27/16	—	9	6/3	—
Accepted	18	7/11	—	0	0/0	—	3	2/1	0	1	1/0	—
Matriculated	8	5/3	—	0	0/0	0	2	1/1	0	1	1/0	0
Enrolled												
First-Year	8	5/3	—	0	0/0	0	2	1/1	0	4	3/1	0
All Years	38	14/24	—	0	0/0	0	2	1/1	—	6	5/1	—
1986-87												
Applied	69	36/33	—	2	2/0	—	34	19/15	—	16	14/2	—
Accepted	22	13/9	—	0	0/0	0	2	2/0	0	5	—	—
Matriculated	9	3/6	—	0	0/0	0	2	2/0	0	3	—	—
Enrolled												
First-Year	9	3/6	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	40	16/24	—	0	0/0	0	2	2/0	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	13	11	12
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Georgetown University, Washington, D.C.
School of Medicine

Address inquiries to
Dr. Arthur Hoyte
Director
Office of Programs for Student
Development and Community Affairs
Georgetown University
School of Medicine
3900 Reservoir Road, N.W.
Washington, D.C. 20007
(202) 687-1602

Recruitment. The recruitment of minority students is national in focus. Staff and faculty members participate in many recruitment programs throughout the country. However, particular emphasis is given to the recruitment of students from the Washington, D.C. area.

Admissions. A subcommittee of the Committee on Admissions initially screens all applicants who indicate they wish minority consideration. There is minority representation on the subcommittee and its members are members of the Committee on Admissions. All final decisions on applications are made by the full Committee on Admissions.

The Committee on Admissions is made up of Georgetown University faculty and student representatives. Applicants who are invited to interview are interviewed individually by two faculty members. The School of Medicine and the Committee on Admissions are committed to maintaining a diverse student body and to increasing the numbers of physicians from groups currently under-represented in the field of medicine.

Academic Aid Programs. The Georgetown University Experimental Medical Studies Program (GEMS) is a one year prematriculation course. Its primary purpose is to offer highly-motivated, under-represented minority students with modest pre-med academic records, an opportunity to demonstrate their academic capabilities by passing selected courses taught to first year students at Georgetown University School of Medicine.

In concert with this primary objective:

1. GEMS students will be United States citizens from minority groups which have been traditionally underrepresented in medicine (Black Americans, Mainland Puerto Ricans, Mexicans and Native Americans).

2. Special consideration is given to residents of the District of Columbia. Thirty-four percent of students accepted to GEMS were residents of the District of Columbia; eighty-four percent were residents of the Washington metropolitan area.

3. Participants take courses selected from the first year medical curriculum and are graded on the same basis as other students enrolled in these courses. The GEMS course requirements are equivalent to half the full time first year course requirements. GEMS students who successfully complete the Program are encouraged to apply to the School of Medicine. If accepted, these students will take the remaining first year courses the following academic year.

4. Applicants to the GEMS Program must have successfully completed one year each of General Chemistry, Organic Chemistry, Biology, Physics, and college Mathematics. Appropriate preparation in the laboratory will be required in Biology, Chemistry and Physics.

5. All applicants must show evidence of having earned a baccalaureate degree from an accredited college or university.

The contact person for the GEMS Program is Joy P. Williams, GEMS Program Coordinator, Georgetown University School of Medicine, Office of Programs for Student Development and Community Affairs, 3900 Reservoir Road, N.W., Washington, D.C. 20007. (202) 687-1645.

The faculty of the School of Medicine is strongly committed to the academic development of all of its students, and individual faculty members are generally available to conduct group and individual tutorials.

Summer Programs. The Georgetown University School of Medicine will not sponsor a Summer Enrichment Program in 1988. It will continue to sponsor two N.I.H. funded basic science research programs. One of the programs is directed towards GEMS participants and the second is directed towards minority students attending District of Columbia high schools.

Student Financial Assistance. Application fees may be waived upon request and justification of need for financially disadvantaged applicants.

The George Washington University School of Medicine and Health Sciences

Address inquiries to
Dr. Carole E. Horn
Director of Admissions
The George Washington University
School of Medicine and Health Sciences
2300 Eye Street, N.W.
Washington, D.C. 20037
(202) 676-3506

Recruitment. Although there are no national recruiting drives, members of the Committee on Admissions have visited selected schools to discuss our program with minority students.

Admissions. The Committee on Admissions seeks a balanced but heterogeneous student body of gifted, humanly sensitive, mature individuals who will excel in the art as well as the science of medicine. Decisions are based on a multiplicity of factors in order to identify a diverse group of individuals best suited to our program of medical education.

There is no discrimination in the selection process because of race, sex, color, religion, or national or regional origin. The School of Medicine and its Committee on Admissions is committed to increasing numbers and proportions of students from ethnic, racial, and socioeconomic groups currently underrepresented in the field of medicine and to continue to seek out qualified applicants from the District of Columbia.

The Admissions Committee has developed an admissions brochure in lieu of the usual medical school catalogue in order to explicitly describe the selection process at this institution. This is sent to all applicants, but interested students are invited to write to the Office of Admissions for a copy of this brochure prior to application.

The Admissions Office suggests that you submit applications and all requested material as early as possible. In this way, the Committee has ample time to review your biographical data and personal comments, and evaluate non-cognitive factors such as your motivation, interest in medicine, and dedication. Your personal comments are an important element in our evaluation of your personal characteristics.

Academic Aid Programs. The Committee on Admissions' position has been to attempt to select those applicants—minority or otherwise—who demonstrated the academic promise and commitment to complete the course of study successfully. This policy, as well as active participation of students and faculty, has kept the number of students who experience academic difficulties low. Those who do are offered an opportunity to rectify a deficiency through summer remedial work supervised by the faculty. Also, in order to offer students with great personal promise but less well proven academic ability an opportunity to study medicine, the University may offer five positions each year to students then permitted to take two first-year medical school courses as Division of University students; if they per form satisfactorily, they are invited to join the next year's entering medical school class. No one may apply for this program. Those invited are chosen from a group denied admission for academic reasons but cited by the Committee as otherwise outstanding.

Student Financial Assistance. Financial aid is awarded to students on the basis of need. This is the prime criterion for assistance. The school's financial aid funds are limited, but the services of the Financial Aid Office are available to assist accepted students to develop plans to meet their financial obligations.

The application fee is waived for disadvantaged students. The Admissions Com mittee will utilize regional (alumni) interviewers to avoid having disadvantaged applicants travel to the medical center from substantial distances.

Howard University College of Medicine

Address inquiries to
Mr. Sterling M. Lloyd, Jr.
Assistant Dean for Student Affairs
Howard University
College of Medicine
520 W Street, N.W.
Washington, D.C. 20059
(202) 636-6270

Recruitment. Recruitment activities are coordinated by the Assistant Dean for Student Affairs and the staff of the Admissions Office. Efforts are made to achieve more effective communication between the College, premedical students, and their advisors. The College conducts fall, winter, and spring undergraduate premedical student recruitment efforts, including travel to colleges and universities in various geographic locations across the nation. These efforts are aimed at identifying potential minority student applicants at an early stage in their college careers and at working to increase the representation of black and other disadvantaged students in the medical profession.

Another important facet of recruitment trips is the highlighting of Howard's special biomedical programs, e.g., early admission, the academic reinforcement program for admitted students, the M.D.-Ph.D. program, the Center for Sickle Cell Disease, and other related projects which may be of particular interest to minority applicants. The College of Medicine also sponsors an annual breakfast for premedical students which serves as an orientation to the medical school application process in general and includes presentations and an informal question and answer period devoted to the Howard University College of Medicine.

Although the recruitment activities have operated primarily at the undergraduate level, some of the efforts are aimed at the high school student.

Since Howard University is historically and primarily a minority institution, it is obviously concerned with focusing attention on developing the premedical resources in minority group communities. The College of Medicine has a sincere commitment to identify, at the earliest stage of undergraduate training, the highly motivated and academically qualified minority studentwho has expressed an interest in pursuing a medical career.

Admissions. The primary mission of the College of Medicine is to train physicians to practice in medically underserved communities and facilities. Our admissions policies and procedures are in accord with this mission. The College has been historically and traditionally a predominantly black institution. Minorities comprise 90% or more of the students enrolled.

Academic Aid Programs. The tutorial program for all basic science courses has existed at the Howard University College of Medicine since 1963. It has now been ex tended to the clinical courses in preparation for the second part of the National Board Medical Examinations. Tutorial sessions are held throughout the week in the early evening hours and on Saturday mornings.

Summer Programs. The Preliminary Academic Reinforcement Program for selected incoming medical freshmen was organized during 1971 and has continued each successive summer. In order to enhance the academic preparation of students, courses in basic skills such as advanced mathematics, reading proficiency, organization of study habits, and communication skills are presented. Course materials in the basic sciences of medicine are designed to fill conceptual gaps that might exist from previous training. Teaching occurs in small groups. This program is designed and implemented for students who have already been accepted into the College of Medicine.

The Directed Study Program consists of organized reviews of the basic science subjects for medical students who obtained grades of U (unsatisfactory) during the regular school year in one or two subjects. Broad faculty participation in this program occurs and departments assign coordinators and counselors to the tutors of the directed study courses.

Student Financial Assistance. Approximately 85% of the students enrolled in the College of Medicine receive some sort of financial assistance. Financial aid awards are based on an analysis of each student's needs. This is accomplished with the assistance of the Graduate and Professional School Financial Aid Service (GAPSFAS) and the College of Medicine's Financial Aid Committee. The College attempts to insure that all its minority students have the financial resources to meet the costs of attendance.

Since a large number of our applicants are members of minority groups, we do not waive the application fee and do not provide financial assistance for interview travel.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	11	6/5	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	11	6/5	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	39	23/16	—	1	0/1	—	0	0/0	—	1	1/0	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	13	5/8	—	0	0/0	—	0	0/0	—	1	1/0	—
Enrolled												
First-Year	13	5/8	—	0	0/0	—	0	0/0	—	1	1/0	—
All Years	44	23/21	—	1	0/1	—	0	0/0	—	2	2/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	7	11	9
American Indian	0	1	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	7	3/4	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	10	5/5	—	0	0/0	—	0	0/0	—	0	0/0	—
All-Years	29	16/13	—	0	0/0	—	0	0/0	—	2	2/0	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	4	4/0	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	7	5/2	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	23	14/9	—	0	0/0	—	0	0/0	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	10	6	4
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	2	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	73	27/46	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	84	32/52	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	336	157/179	—	0	0/0	—	1	0/1	—	2	1/1	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	59	27/32	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	70	34/36	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	304	148/156	—	0	0/0	—	0	0/0	—	2	1/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	82	66	92
American Indian	0	0	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	0	0	1

University of Florida
College of Medicine

Address inquiries to
Mr. Willie J. Sanders
Director of Minority Relations
University of Florida
College of Medicine
Box J-202, JHMHC
Gainesville, Florida 32610
(904) 392-3015

Recruitment. The College of Medicine actively recruits minority undergraduates from the State of Florida and the Greater Southeast Region of the United States. Visits are made to undergraduate colleges, including several traditionally Black col leges. Our first and second-year students play an integral role by participating in recruitment visits, particularly on visitations to colleges of which they are alumni.

Once a year we have a "Teach-In," where high school and community college students from Florida are brought to the Health Center complex and introduced to various aspects of the health professions.

Admissions. We do not offer a separate minority admissions committee. Every effort is made to have minority students interviewed by minority members of the committee. Also every consideration is made to review students' MCAT and G.P.A. on a comparative basis with the MCAT and G.P.A. of other medical students who attended their undergraduate college or who are currently enrolled in the College of Medicine.

Selected students who participate in the Florida State University program on the campuses of Florida State and Florida A & M in Tallahassee receive secure admission to year two at the University of Florida College of Medicine.

Academic Aid. Supportive Services are offered such as improving study and reading skills, note-taking, test-taking and anxiety reduction.

Summer Program. A summer workshop for new matriculants is sponsored annually by the College of Medicine's minority students. The workshop is funded by grants from the Office of the Dean and DHHS. The workshop's objectives are: 1) to offer introductory courses in anatomy and biochemistry, 2) to develop study techniques, 3) to aid students in adjusting to the Health Center complex and to meet the other Black and minority students in their class, and 4) to prepare students to deal with a flexible curriculum in an effective manner.

Student Financial Assistance. Every effort is being made to meet every student's financial need through scholarships and loans.

Florida State University
Program In Medical Sciences

Address inquiries to
Dr. Robert H. Reeves
Director
Program in Medical Sciences
036 MON—Florida State University
Tallahassee, Florida 32306
(904) 644-1855

The Florida State University Program in Medical Sciences is an interinstitutional program in which medical students complete the preclinical sciences (except systemic pathology) at Florida State and Florida A and M Universities in Tallahassee, and the clinical sciences at the University of Florida in Gainesville. Since the program is integrated with the baccalaureate curricula, selection of medical students in within the Florida State University and Florida A and M undergraduate student bodies only. Inquiries can also be addressed to Dr. Lynette Padmore, Florida A & M University, Student Affairs, Tallahassee, Florida 32306.

University of Miami
School of Medicine

Address inquiries to
Dr. Robert L. Bragg
Associate Dean for Special Projects
University of Miami
School of Medicine
P.O. Box 016159
Miami, Florida 33101
(305) 549-6336

Recruitment. Students, faculty and members of the administration visit various college campuses in the Southeast to recruit students. In addition to this, the Associate Dean for Special Projects tries to visit the predominantly Black colleges and universities in the State of Florida as well as some of these institutions in the southeast to recruit minority and disadvantaged students. These visits may occur on "career days" depending upon the convenience of the schools and the schedule of the Associate Dean for Special Projects. We attempt at these visits to have as many premedical and science major students present as possible along with faculty advisors, science teachers, etc., to discuss with the group the requirements for admission to medical schools, the planning of necessary courses prior to taking the MCAT, etc.

Admissions. Each completed application is reviewed by a screening committee, all of the members of which are regular members of the Admissions Committee. These screened applications in turn are reviewed by the members of the Admissions Committee. Any member of the Admissions Committee may bring up for discussion any applicant. The decisions to accept, place on the alternate list and to reject are then made by the members of the Admissions Committee. Members of various minority groups serve as regular members of the Admissions Committee of the School of Medicine. The committee receives advice on applicants from the Committee on Minority Affairs. Frequently, members of the Minority Affairs Committee interview various applicants to the School of Medicine.

Academic Aid Programs. We are currently offering a systematic program of tutorial work for enrolled minority students who might need assistance, and we have developed a system whereby these students are identified early in their first semester. A system of volunteer tutors from the faculty and student body has been established for one-to-one tutorial sessions with minority students currently enrolled. By recommendations from the indicated promotions committee, flexible curriculum schedules may be offered to a student.

Summer Programs. In July, 1977 the School of Medicine initiated a summer program to motivate high school and college students to pursue careers in the health sciences. The program for high school students was discontinued in 1980 in order to focus the School's resources on college level students. This program allows the participants to gain a better understanding of the requirements in the various health science careers. The college program is a mini-medical school experience with the participants enrolled in Reading and Study Skills, Gross Anatomy, Histology, Microbiology and Biochemistry. The courses are taught by medical school faculty. Each of the participating students receives a stipend. This summer program is a fulltime seven week, five days a week program. The Associate Dean for Special Projects is the Project Director.

Student Financial Assistance. Considerable financial aid is provided to students who demonstrate financial need through the Office of Loans and Scholarships.

Other Pertinent Information. The University of Miami School of Medicine is also making efforts to effect change through the identification and recruitment of faculty from minority groups.

University of South Florida
College of Medicine

Address inquiries to
Dr. Julian J. Dwornik
Associate Dean for Admissions
University of South Florida
College of Medicine
12901 Bruce B. Downs Blvd.
Tampa, Florida 33612-4799
(813) 974-2229

Recruitment. The Associate Dean for Admissions visits undergraduate colleges in the state to speak on medical col lege admissions policies and procedures. Disadvantaged students at the high school and undergraduate college level are invited to visit the medical center for guided tours of the facilities and seminars on admission policies and procedures. The Associate Dean for Student Affairs, faculty members, and students, likewise, visit with high school groups for the same purpose and are frequently featured speakers at state-wide careers programs.

Admissions. Each applicant's credentials are individually evaluated by a single admissions committee. All members of the Admissions Committee are aware of the need for increased enrollment of members of minority groups. Credentials of minority group applicants are evaluated along with other applicants; however, the possible effect(s) of a disadvantaged socioeconomic background is kept in mind.

Academic Aid Programs. The Associate Dean for Student Affairs works closely with all students who require academic counseling and refers them to appropriate faculty within our institution, or the University at large, for assistance.

Post-Baccalaureate Program. A special two-year non-degree program is administered by the Premedical Sciences Committee of the College of Natural Sciences for students who hold a baccalaureate degree and are seeking to improve their academic record for application to professional schools. The program is particularly designed for previously rejected applicants who need to improve their grade point average and demonstrate their ability to perform well in the sciences. Students in this program have the advantage of priority registration in the College of Natural Sciences. Upon completion of the program they are evaluated by the Preprofessional Sciences Committee. The evaluation is sent to the professional schools to which they are applying.

In order to be admitted to the program, students must have a baccalaureate degree and be interviewed by the Preprofessional Sciences Committee. Students must demonstrate potential for success through improvement in their academic record, performance in science courses, previous test scores, and motivation for the profession. Students who do not have a baccalaureate degree from the University of South Florida must provide two letters of recommendation.

Once admitted to the program, students must complete a minimum of 15 hours per semester (excluding summers) of courses approved by the Preprofessional Sciences Committee with a minimum grade point average of 3.3 each semester. An approved schedule would typically include at least three rigorous science courses. Courses will generally be at the undergraduate level, selected from those listed in the premedical sciences program or other advanced sciences. Students should expect to com plete at least one year in the program prior to reapplication to professional schools, but additional semesters or a second year may be necessary for some students. Students lacking adequate familiarity with the profession will be expected to obtain sufficient exposure while enrolled in the program.

Student Financial Assistance. No minority group student has had financial need play a role in his discontinuance of study. Scholarships for minority students are higher than the class overage. In addition to federal loan programs and National medical Fellowships, we have two special grant funds that are designated for minority students. These are the Delores A. Auzenne Fellowship and the University of South Florida College of Medicine Minority Tuition Scholarship.

Emory University School of Medicine

Address Inquiries to
Dr. Andre L. Churchwell
Director of Minority Affairs
Room 301 WHSCAB
Office of Minority Affairs
Emory University
School of Medicine
1440 Clifton Road, N.E.
Atlanta, Georgia 30329
(404) 727-0016

Recruitment. Emory University School of Medicine's minority student recruitment program is administered by the Office of Minority Affairs and the Offices of Student Affairs and Admissions. Representatives from the Office of Minority Affairs, as well as minority students and faculty members, participate in the recruitment of minority students at local colleges and across the country. In addition to sending representatives to college recruitment and career days, minority student groups are encouraged to schedule visits to the medical school's campus.

Admissions. The School of Medicine is committed to interviewing applicants from those minority groups who have heretofore not been well represented in medicine. The Office of Minority Affairs works closely with premedical advisors at the local historically black colleges to encourage application and facilitate communication in this important endeavor. As a member of the Admissions Committee, the Director of Minority Affairs works to assist the committee in the selection process of minority applicants. Special minority recruitment days are part of the general approach to increase the minority medical applicant pool. On these days sessions are arranged between the minority applicants and minority students, housestaff and Emory's minority medical faculty.

Academic Aid Programs. Opportunities for counseling and academic assistance are available to all students. In the event that unexpected acacademic difficulties occur after acceptance or matriculation, an individualized program can be arranged to assist the student in completing the required work. Special tutorials in test-taking and other counseling are available upon request.

Summer Programs. Each summer, the Medical School sponsors an eight week summer program for college students. The Minority Summer Enrichment Program offers an intensive drilling in the basic sciences, test-taking skills, study skills, and reading and writing skills. Students also are given mock medical school interviews and review sessions for the MCAT. An important component of the summer program is the introduction of the clinical aspects of medicine through tours, seminars and informal talks with minority physicians.

Student Financial Assistance. The Emory University application fee is automatically waived if the AMCAS application fee is waived. Although Emory is unable to offer full support to cover all educational and living expenses for any student, so far it has been possible to give some financial aid to all minority students in the medical school who are U.S. citizens, who have demonstrated need and who have applied for aid. A limited number of full-tuition and half-tuition scholarships for each of the four years of medical school are also available for highly qualified students in the first-year class.

No applications for financial aid are reviewed until acceptance for admission has been issued. However, students may apply for aid prior to acceptance and should apply as soon as possible after January 1 each year in order to facilitate timely consideration.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	9	7/2	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	12	8/4	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	35	21/14	—	1	1/0	—	0	0/0	—	0	0/0	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	7	2/5	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	8	3/5	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	30	17/13	—	1	1/0	—	0	0/0	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	10	3	7
American Indian	0	1	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	6	3/3	—	1	0/1	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	8	4/4	—	1	0/1	—	0	0/0	—	0	0/0	—
All Years	24	14/10	—	1	0/1	—	0	0/0	—	0	0/0	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	7	3/4	—	0	0/0	—	0	0/0	—	1	1/0	—
Enrolled												
First-Year	9	4/5	—	0	0/0	—	0	0/0	—	1	1/0	—
All Years	28	15/13	—	1	0/1	—	0	0/0	—	1	1/0	—

-- Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	4	7	2
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	33	21/12	93.9	1	0/1	100.0	0	0/0	0	8	2/6	100.0
Accepted	5	5/0	80.0	0	0/0	0	0	0/0	0	3	1/2	100.0
Matriculated	1	1/0	0	0	0/0	0	0	0/0	0	0	0/0	100.0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	7	4/3	100.0	0	0/0	0	0	0/0	0	0	0/0	0
1986-87												
Applied	22	11/11	90.9	2	1/1	100.0	3	1/2	100.0	12	6/6	100.0
Accepted	4	2/2	100.0	0	0/0	0	0	0/0	0	1	1/0	100.0
Matriculated	1	0/1	100.0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	0/1	100.0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	7	3/4	75.0	0	0/0	0	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	2	3	3
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Medical College of Georgia
School of Medicine

Address inquiries to
Dr. Vera Thurmond
Associate Director
Student Educational
Enrichment Programs
AA-153
Medical College of Georgia
Augusta, Georgia 30912-0063
(404) 860-5151

Recruitment. The Medical College of Georgia conducts an intensive recruitment program for minority students by visiting high schools and colleges in the State of Georgia, including multiple visits to the predominantly Black institutions. Visits to the predominantly Black schools are made by the minority affairs officer.

Admissions. The College of Medicine is committed to increasing minority representation in the student body and the Medical Admissions Committee takes this responsibility seriously.

Academic Aid Programs. If needed, minority students are provided with tutorial services as well as help by faculty members.

Summer Programs. A program for high school and college students is conducted each summer for eight weeks to strengthen the academic backgrounds of students interested in the health careers, and to introduce them to the practical aspects of the health careers. This program has been conducted since 1970. Applications may be obtained from the Student Educational Enrichment Program, AA-153, Medical College of Georgia, Augusta, Georgia 30912. The upper level college students attend classes in histology and the lower level college students attend classes in physiology. High school students attend classes in biology. All students participate in a writing, critical reading and learning skills class.

Student Financial Assistance. The Medical College of Georgia awards all of its aid based on financial need. Minority students have had their financial needs met in an acceptable way. No one has left the medical school for lack of funds.

There is no application fee for admission to the Medical College of Georgia.

Mercer University School of Medicine

Address inquiries to
Dr. Charles D. Proctor
Associate Dean for Community Relations
Professor of Pharmacology
School of Medicine, Mercer University
Macon, Georgia 31207
(912) 744-4034

Recruitment. Mercer University School of Medicine makes a significant effort to recruit among minority groups underrepresented in medicine. Visits are made by Mercer students, faculty, and staff to all of the traditionally Black colleges in the state of Georgia, to other colleges and universities with significant minority enrollment as well as to career day programs and fairs. Visits to the Mercer campus are encouraged during which time minority faculty and staff are available to discuss the Mercer program.

Admissions. The Admissions Committee is committed to admitting qualified individuals from groups underrepresented in medicine.

Academic Aid Program. If a student has academic difficulty, the factors underlying the difficulty are assessed and an individualized remediation program is designed for the student.

Summer Programs. Mercer University has a summer program under the auspices of the Health Careers Opportunity Program, U.S. Department of Health and Human Services. The program is designed to locate minority undergraduate students with potential for success in completing medical education and placing them in a summer program which will enhance that potential. Components of the program include evaluation of student skills, with remediation where needed, provision of contact with role models, and exposure to the curricular processes obtaining in the Mercer University School of Medicine curriculum.

Student Financial Assistance. Financial aid in the form of loans and scholarships is available. Awards are made on the basis of need and merit. Minority students may obtain support through programs available to all students. In addition, NMF funds and those from the Mercer University School of Medicine Minority Scholarship Program are used specifically to meet the needs of minority students.

Morehouse School of Medicine

Address inquiries to
Dr. G. Epps-Puglisi
Director of Admissions/Student Affairs
Morehouse School of Medicine
720 Westview Drive, S.W.
Atlanta, GA 30310
(404) 752-1650

Recruitment. Recruitment is conducted by the Office of Admissions and Student Affairs. The Morehouse School of Medicine employs a full-time Recruitment Officer; however, administrators, faculty, and students participate in the recruitment process.

The recruitment efforts, to identify, inform, and encourage prospective minority and disadvantaged candidates, are multifaceted. Approaches designed to accomplish this include: Recruitment visits at state and private colleges and universities. Seminars and conferences within the Atlanta University Center; Annual letters to all member colleges and universities of the United Negro College Fund; Contacts made with premedical advisors and counselors; Participation in many local, state, and national conferences and career fairs; and a High School component as a means of producing potential minority medical school applicants. Through the Office of Admissions, arrangements can be made to tour Morehouse School of Medicine on an individual or group basis.

Admissions. The primary mission of Morehouse School of Medicine is to admit and educate students who will become primary care physicians for medically underserved rural areas and inner cities, including low-income and minority communities. The Admissions Committee seeks candidates who possess the academic qualifications judged necessary for successful study and practice of medicine. Equally important, but less tangible, are personal factors such as character, maturity, integrity, perseverance, and motivation.

Because of the urgent need for physicians in the State of Georgia preferential consideration will be given to qualified residents of Georgia. Consideration will be given also to qualified applicants from the states of N.Y. and Ala. However, Morehouse School of Medicine also welcomes applications from other well qualified out-of-state students.

Applicants must apply through the American Medical College Application Service (AMCAS) and request that their application along with MCAT scores be forwarded to Morehouse School of Medicine. Our code number is GA825. Each application received from AMCAS is reviewed individually. Following the initial screening, applicants granted further consideration are requested to submit supplementary materials. Only completed applications are then evaluated for interview. A completed application consists of: (1) AMCAS application form; (2) all Supplementary materials; and (3) the $30.00 application fee. Applications not completed by given deadlines are withdrawn from consideration.

Academic Aid Programs. Complete advisement and retention activities are offered to all Medical School matriculants. Upon matriculation each student is assigned a faculty advisor. Available to all students are a wide range of academic support services; e.g., student tutors; study skills and test-taking strategies; a National Board of Medical Examiners preparation program; and personal counseling from the Counseling Service. Retention activities are designed to meet the needs of the individual student and may include a flexible curriculum schedule.

Summer Programs. The Morehouse School of Medicine does not offer a summer program. However, the eleven month curriculum for first-year students begins approximately the third week in July.

Student Financial Assistance. A non-refundable processing fee of $30 is required with submission of the Supplemental Application. If a student has received a waiver of the AMCAS application fee, that student is eligible for a waiver of the $30 fee upon written request along with a copy of an approved AMCAS fee waiver. The School does not have funds available for help for interview trips. Morehouse uses a needs analysis system to determine students' eligibility for financial aid. The demonstration of need is the key factor in all financial aid awards. The School of Medicine's scholarships are awarded to qualified applicants on the basis of established criteria and in accordance with the stipulation of the donors.

Other Pertinent Information. Morehouse School of Medicine, as a two-year basic medical science institution, admitted its charter class in 1978. In 1985 the School received full accreditation by the LCME and awarded its first M.D. degrees on May 17, 1985.

Students are required to pass the National Board of Medical Examiners Part I examination for promotion into the clinical phase of the curriculum. Passage of the National Board of Medical Examiners Part II is required to receive the M.D. degree.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	148	72/76	—	5	1/4	—	18	7/11	—	15	7/8	—
Accepted	13	7/6	25	0	0/0	—	1	1/0	0	0	0/0	—
Matriculated	4	2/2	25	0	0/0	—	1	1/0	0	0	0/0	—
Enrolled												
First-Year	4	2/2	25	0	0/0	—	1	1/0	0	0	0/0	—
All Years	12	9/3	58	0	0/0	—	2	2/0	0	1	0/1	0
1986-87												
Applied	142	84/58	—	4	2/2	—	9	5/4	—	13	10/3	—
Accepted	17	11/6	29	0	0/0	—	0	—	—	0	0/0	—
Matriculated	5	2/3	40	0	0/0	—	0	—	—	0	0/0	—
Enrolled												
First-Year	6	3/3	33	0	0/0	—	0	—	—	0	0/0	—
All Years	15	8/7	47	0	0/0	—	2	2/0	0	1	0/1	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	1	1	5
American Indian	0	0	0
Mexican American/Chicano	0	1	0
Mainland Puerto Rican	0	0	1

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	151	79/72	47.7	3	2/1	33.3	5	4/1	20.0	6	4/2	16.7
Accepted	14	9/5	92.9	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	11	7/4	100.0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	13	8/5	100.0	0	0/0	0	0	0/0	0	0	0/0	100.0
All Years	33	20/13	100.0	1	0/1	100.0	0	0/0	0	1	1/0	100.0
1986-87												
Applied	166	91/75	52.4	6	4/2	66.7	3	2/1	33.3	9	7/2	55.6
Accepted	19	13/6	94.7	2	1/1	100.0	0	0/0	0	3	3/0	100.0
Matriculated	13	8/5	100.0	0	0/0	0	0	0/0	0	1	1/0	100.0
Enrolled												
First-Year	14	9/5	100.0	0	0/0	0	0	0/0	0	1	1/0	100.0
All Years	39	22/17	100.0	1	0/1	100.0	0	0/0	0	1	1/0	100.0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	6	6	6
American Indian	0	0	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	1	0/1	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	2	1/1	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	4	2/2	—	1	1/0	—	0	0/0	—	0	0/0	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	2	0/2	—	1	0/1	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	2	0/2	—	1	0/1	—	0	0/0	—	0	0/0	—
All Years	5	2/3	—	1	0/0	—	0	0/0	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	1	1	0
American Indian	1	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

University of Hawaii
John A. Burns School of Medicine

Address inquiries to
Associate Dean for
Student Affairs and Admissions and Director
Special Opportunities Program
University of Hawaii
John A. Burns School of Medicine
1960 East-West Road, Biomed B-104
Honolulu, Hawaii 96822
(808) 948-7423

Recruitment. Recruitment efforts are directed towards increasing the number of Pacific Basin minorities and to provide an opportunity for those of socio-economic and/or educational disadvantaged backgrounds. An extensive network has been established with key officials in departments of education and health, scholarship officers, local legislators, mass media, and college students studying science in the United States. Success of the special opportunity programs is due largely to personal contact with students and education officials during on-site visits to the Pacific Islands.

Recruitment is conducted by the administrators of the programs as well as the students themselves who serve as role models and help to encourage and motivate other young people to pursue health careers.

Admissions. The special opportunities programs seek to increase the number of Pacific Basin minorities and to provide an opportunity for those of socio-economic and/or educational disadvantaged backgrounds. Important in the selection process is an evaluation of what the potential student might contribute to the welfare of the people of Hawaii and the Pacific.

Academic Aid Programs. In medical school, all first year students are assigned faculty advisors as well as second year medical students as peer advisors.

The intensive premedical year of the IMI HO'OLA includes study skills courses, tutorials, and faculty advisement. In the KULIA Program, participants have mandatory tutorials in the basic sciences.

Summer Programs. Not applicable.

Student Financial Assistance. No additional information.

Other Pertinent Information. The University of Hawaii John A. Burns School of Medicine conducts two special opportunity programs designed to correct the underrepresentation of certain groups in Hawaii and the Pacific Basin in the medical profession.

The IMI HO'OLA Program which started in 1972, is an intensive remedial year in basic premedical sciences. This Program is designed to upgrade promising men and women who for reasons beyond their control may not be sufficiently qualified academically, but who show great promise in other respects. The intent is to develop these students into highly competitive candidates for admission to medical school. The Program accepts 20 students each year some of whom succeed in being admitted to medical school.

The KULIA Program, which started in 1970, is in a sense, an extension of the IMI HO'OLA Program into the medical curriculum itself. It is designed for less well prepared students who are given tutorial assistance in the basic medical sciences. KULIA students are on an expanded medical school curriculum, whereby, they take three years to complete their basic science courses. There are 8 openings available for American Pacific Islanders.

The University of Chicago Pritzker School of Medicine

Address inquiries to
Dr. James Bowman
Assistant Dean for Students
The University of Chicago
Pritzker School of Medicine
5841 Maryland Ave., Box 436
Chicago, Illinois 60637
(312) 702-1485

Recruitment. There is no special minority group recruitment at our medical school. However, individual faculty members, including the Dean of Students and the Assistant Dean of Students, participate in career conferences nationwide and visit undergraduate colleges and high schools in the area to discuss opportunities for students, including minority group students, for admission into The Pritzker School of Medicine.

Admissions. There is one Admissions Committee which selects all of the students in each entering medical class. All applicants are considered on merit alone.

Academic Aid Programs. All students may, on an individual basis, receive academic assistance (tutoring, reduced course loads, etc.) if needed.

Summer Programs. Our medical school participates in the Chicago Area Health and Medical Careers Program, a long-term educational plan that prepares qualified minority and low-income high school students in the Chicago area for study in the health or medical fields. This program is administered by the Illinois Institute of Technology.

Student Financial Assistance. All financial aid (tuition awards and interest free loans) are granted on the basis of financial need established by the GAPSFAS evaluation. Tuition awards are available to all minority group students in need of such aid. Applicants who receive an AMCAS application fee waiver are eligible to receive a waiver of the application fee at the University of Chicago.

Other Pertinent Information. Of special interest to minority students are two features of this medical school. The first is that it is an integral part of the University and elective courses may be taken in fields not directly related to medicine. In this regard, there are two inter-departmental centers on campus which merit attention: The Center for Urban Studies and the Center for Health Administration Studies, both of which have proven to be of interest to medical students. The Committee on Public Policy Studies likewise offers programs of studies which are of interest to medical students. The second feature is that the University is adjacent to the south side Chicago community of Woodlawn, which is a predominantly Black community undergoing a number of social changes, including changes in its medical care system. The faculty and students of the University of Chicago School of Medicine have participated in the planning and implementation of this reorganization of service.

The policy of this medical school is to select students with great care and to do everything possible to help them complete their medical education. Financial assistance, as noted above, is made available, as are tutoring aid and counseling regarding personal, financial, or academic problems.

University of Health Sciences
The Chicago Medical School

Address inquiries to
Dr. Theodore Booden
Associate Dean, Student Affairs
University of Health Sciences
The Chicago Medical School
3333 Green Bay Road
North Chicago, Illinois 60064
(312) 578-3295

Recruitment. Recruitment is conducted primarily through field visitations and visits to local universities with large minority enrollments. Groups of students from these universities are invited to visit our campus for group discussions and individual conferences with the admissions office staff. Our own minority students are very much involved in this process. Administrative persons taking part in these programs are the Associate Dean for Students and the Assistant Director and Director of Admissions. There is also frequent contact between the Associate Dean for Students and some of the special summer programs offered by medical schools throughout the country.

Admissions. A separate Committee for minority applicants is not utilized. All applications are processed in the same manner, except that minority students are involved in the selection process of minority applicants. The students meet with the applicants who are called for interview and their recommendations are solicited. Because of the urgent need for physicians in the metropolitan Chicago area, special efforts are made to select students from this area. The administration and a group of minority students engage in regular dialog in an attempt to facilitate and increase minority student admissions.

Academic Aid Programs. Students who encounter academic problems are counseled by the Associate Dean for Student Affairs. Several alternatives are available to assist students; e.g., faculty and/or student tutors are assigned to the student; the student may receive personal counseling from the University Counseling Service; and an altered program of study can be designed which may or may not require an extended period of medical study; students may be encouraged to take special summer school courses at or away from the medical school.

Summer Programs. The University of Health Sciences/The Chicago Medical School is a member of the Chicago Area Health and Medical Careers Program. This program involves all of the Chicago-area medical schools and the Illinois Institute of Technology (IIT). The purpose of the program is to recruit junior/senior high school students who are recognized as having minority status. IIT staff recruit students from over 100 Chicago-area high schools. Each student who remains in the entire program will spend his/her summer months at a given (medical) institute from the junior year in high school until he/she graduates from college. The first summer consists of a two week coursework program which exposes the student to various principles and concepts inherent in the disciplines of Biology, Chemistry and Mathematics. Also, the student will visit various medical centers. In the second year each student is assigned to a preceptor at a given institute and engages in a program of studies (e.g., research). The preceptee may retain his/her preceptor throughout the duration of the program. Each student's progress in college is monitored by the program staff at IIT with reports made to representatives of each medical institute (For further information, please contact IIT-Chicago Area Health Career Program at IIT). Eventually, several of the students are expected to apply to various health career programs, including medical schools.

Student Financial Assistance. Low interest living expense loans are available to students who have minimal personal and family resources and, due to academic or citizenship status, do not have access to state and federal financial aid programs. In addition, for a limited period, disadvantaged students are given consideration for deferral of tuition payments.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Accepted	1041	525/516	8.4	7	4/3	14.3	17	11/6	5.9	13	7/6	7.7
Matriculated	49	24/25	46.9	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	26	12/14	53.8	0	0/0	0	0	0/0	0	0	0/0	0
All Years	154	55/49	50.0	1	0/1	100.0	0	0/0	0	0	0/0	0
1986-87												
Applied	960	443/517	9.3	13	11/2	23.1	14	7/7	0	14	8/6	14.3
Accepted	48	30/18	58.3	1	1/0	100.0	1	0/1	0	1	0/1	0
Matriculated	24	15/9	54.2	1	1/0	100.0	1	0/1	0	1	0/1	0
Enrolled												
First-Year	33	20/13	54.2	1	1/0	100.0	1	0/1	0	1	0/1	0
All Years	101	52/49	50.9	2	1/1	100.0	1	0/1	0	1	0/1	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	19	19	21
American Indian	0	0	1
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	0	0/0	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	0	0/0	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	0	0/0	—	0	0/0	—	0	0/0	—	0	0/0	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	0	0/0	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	0	0/0	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	0	0/0	—	0	0/0	—	0	0/0	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	0	0	0
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	1	1/0	—	0	0/0	—	0	0/0	—	1	0/1	—
Enrolled												
First-Year	1	1/0	—	0	0/0	—	0	0/0	—	1	0/1	—
All Years	12	9/3	—	4	3/1	—	3	2/1	—	4	2/2	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	4	2/2	—	0	0/0	—	2	1/1	—	4	3/1	—
Enrolled												
First-Year	4	2/2	—	0	0/0	—	2	1/1	—	4	3/1	—
All Years	12	7/5	—	3	2/1	—	4	2/2	—	7	4/3	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	4	4	2
American Indian	1	3	0
Mexican American/Chicano	1	0	2
Mainland Puerto Rican	1	1	1

University of Illinois College of Medicine

Address inquiries to
Dr. William D. Wallace or
Mr. Jorge A. Girotti
Urban Health Program
University of Illinois
College of Medicine
1853 W. Polk Street
Chicago, Illinois 60612
(312) 996-4493

Recruitment. The Urban Health Program conducts all recruitment activities at the College of Medicine. Recruitment and enrichment are carried out at the community, high school, and undergraduate college levels. Workshops, seminars—both on-site and at the medical school—as well as participation in conferences aimed at premedical students are some of the ways the goals are accomplished. These activities are the responsibility of the Associate Dean and Director of the Urban Health Program and his assistants. Minority medical students and faculty in the College also participate actively in the efforts. The Urban Health Program administers an intensive outreach program as well, particularly in supporting minority student organizations at various college campuses throughout the state. The staff makes visits to other states to encourage out-of-state minority students to apply.

Admissions. There is no special subcommittee for minority admissions. A screening committee composed of members of the Admissions Committee reviews all applications, conducts interviews and makes recommendations to the full Committee. Proof of the success of the admissions policies is the number of minority medical students in the four classes, currently 260. With interns and residents the number of minority students in training in or around the University of Illinois facilities exceeds 350. Minority candidates are encouraged to contact staff members of the Urban Health Program for assistance before and during the application process.

Academic Aid Programs. The Urban Health Program has developed an Academic Assistance Program designed to identify and aid students facing academic difficulties. Each student is assigned a faculty advisor who is apprised of the advisee's progress. If problems are detected, the advisor then works with the student in locating the appropriate help (e.g.: academic skills, individual tutoring, small group reviews, etc.). The two minority medical student organizations at the College of Medicine campus, La Raza Medical Association (La RaMA) and the Student National Medical Association (SNMA), also provide academic assistance to first and second year students through reviews and practice practicals.

Summer Programs. Two summer programs are offered to minority/disadvantaged students: a Prematriculation program for those accepted to the College, and an Academic Enrichment program for college sophomores and juniors interested in Medicine. The purpose of the Prematriculation program is to introduce students to the first year curriculum, especially Biochemistry, Gross Anatomy, Histology, Immunology, and Physiology. Faculty and second year medical students organize lectures and laboratory sessions for participants. The Academic Enrichment program is designed to acquaint premedical students with the rigors of medical school through similar coursework as the Prematriculation program. In addition, an MCAT review course as well as assistance with the application process are provided. Participants in both programs receive a thorough orientation to the Health Sciences Center. Contact the staff for further information.

Student Financial Assistance. All students are awarded financial assistance based on need as the sole criterion. Personal need of each accepted applicant is reflected in the award. To make it financially feasible for out-of-state minority applicants to attend the University of Illinois, tuition waivers to cover the non-resident portion of tuition have been instituted. Illinois applicants are eligible for General Assembly scholarships which pay for tuition and can be renewed for up to four years. It is important to apply for Financial Aid early in the process, even if an acceptance offer has not been made.

Loyola University
Stritch School of Medicine

Address inquiries to
Dr. Daniel A. Burr
Director, of Admissions
Loyola University
Stritch School of Medicine
2160 South First Ave.
Maywood, Illinois 60153
(312) 531-3229

Recruitment. Loyola Stritch is involved in local recruitment efforts at the high school and undergraduate levels. As a result of increasing needs for improved health care in inner-city communities, and the underrepresentation of minorities and low income persons in health related occupations, the Stritch School of Medicine has joined together with the Illinois Institute Of Technology and other Chicago area medical schools to offer a Chicago Area Health Careers Opportunity Program.

The Assistant Dean for Admissions con ducts a recruitment program that includes contacting potential applicants whose names appear in the annual Med-MAR published by the AAMC, speaking with minority student groups at undergraduate cam puses, visiting enrichment programs for students interested in the health professions, and inviting minority students to tour the Loyola University Medical Center and to meet faculty and students. Whenever possi ble, minority students enrolled at Stritch assist in this program.

Admissions. All applicants are reviewed by the Committee on Admissions, which has a membership drawn from the basic science and clinical faculty, administrators, and medical students. To be given serious con sideration for admission, an applicant must demonstrate academic competence and potential to satisfactorily complete the four year curriculum at Stritch. In evaluating applications from minority and disadvan taged students, the Committee members look for strengths that might be revealed in non-traditional ways. The ability to solve problems, handle responsibility, and work with other people are given special emphasis in the evaluation.

Academic Aid Programs. The Stritch School of Medicine has a four year curriculum which includes vacation periods after each basic science year and scheduling flex ibility in the clinical years. The Committee on Promotions carefully monitors the performance of all enrolled students and through the Office of Student Affairs arranges for special academic assistance for any student identified as experiencing academic dif ficulties. Promotion Policy permits multiple remediation attempts during the basic science and clinical years for all students as needed. There is no special curriculum or remediation programs exclusively for minority or disadvantaged students. Under the four year curriculum virtually all minority group students have been progressing satisfactorily towards graduation.

Summer Programs. The Chicago Area Health Careers Opportunity Program includes a seven-week minicourse program for high school juniors with indicated interest in medical careers. The objective of the program is to substantially increase the number of qualified and well motivated minority and disadvantaged applicants to medical school from the Chicago area. The Program includes sessions on writing and study skills, meetings with physicians and other health professionals, field trips, and orientation to health care needs. During the academic year, students attend Saturday morning courses in biology and chemistry. In subsequent summers, students work directly with physicians and basic scientists in hospital settings, including the Loyola University Medical Center in Maywood. Participants also receive special assistance in seeking admission to professional schools and in obtaining financial aid. Students interested in the Program must complete all college preparatory mathematics and science courses available to students at the Junior level at their respective schools.

The Stritch School of Medicine does not conduct a special summer prematriculation program for accepted students.

Student Financial Assistance. A fee waiver is granted to applicants who have received a fee waiver from AMCAS or who submit a letter explaining their situation from a college financial aid officer. The Stritch Financial Aid Office has been successful in funding all minority and disadvantaged students through need-based financial aid programs, including Loyola Stritch grant and loan funds. In addition, each year Loyola-Stritch awards two four-year full tuition scholarships to entering students. These scholarships are awarded on the basis of both need and merit and they are intended to reduce financial barriers to students from diverse backgrounds who desire the opportunity to attend the Stritch School of Medicine. Candidates for these Stritch Scholarships have often been minority group students. Prospective applicants interested in obtaining additional information about available financial aid or a copy of our publication *Financing your Educa tion at the Stritch School of Medicine* are encouraged to contact the Stritch Financial Aid Office directly.

Northwestern University Medical School

Address inquiries to
Dr. Michael Altman
Associate Dean for
Educational Programs
Northwestern Unviersity
Medical School
303 E. Chicago Avenue
Chicago, Illinois 60611
(312) 908-4964

Recruitment. Minority student recruitment is conducted both at the high school and college level primarily through visits to institutions, tours of the medical school and extensive communication by letter and phone. Medical students, faculty and administrators participate in the program.

Admissions. All applications are reviewed by the same Admissions Committee which is composed of faculty and students with some minority representation. The admission of minority applicants is determined on a competitive basis with other applicants. Since the evaluation process is individualized, attention can be focused upon trends in performance, job records, extracurricular involvement, the personal comments of the applicant and the opinions of those writing letters of recommendation.

Academic Aid Programs. After matriculation, we offer the following to all students in academic difficulty: 1) a tutorial program for individualized aid in study habits and specific courses, and 2) an option to spread the two basic science years over three calendar years with tutorial help.

Summer Programs. Northwestern participates in the Chicago Area Health and Medical Careers Program which involves a consortium of six professional and one undergraduate institution. The purpose of this program is to substantially increase the number of qualified minority and disadvantaged applicants to medical and other health-related schools. Approximately 100 high school juniors are selected for preparation. Activities include mini-courses in biology and chemistry, writing, study and problem-solving skills, and an introduction to various health care fields. Subsequently, students work directly with physicians and researchers on the staffs of the participating professional schools. The program involves the Northwestern Administration, faculty and medical students.

Student Financial Assistance. Application fees are waived upon receipt of a request from the applicant's undergraduate college financial officer. Several hundred fee waivers are granted each year (estimate). We do not offer financial help for interview trips. We have no special sources of funds for disadvantaged students. Financial Assistance as loans is readily available.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	172	73/99	35.5	10	7/3	10.0	64	40/24	25.0	16	10/6	6.3
Accepted	4	2/2	50.0	0	0/0	0	1	1/0	0	0	0/0	0
Matriculated	3	2/1	66.7	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	3	2/1	50.0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	7	3/4	—	0	0/0	0	0	0/0	0	0	0/0	0
1986-87												
Applied	130	61/69	31.5	14	8/6	0	66	40/26	19.7	15	11/4	26.7
Accepted	3	1/2	66.7	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	1	0/1	100.0	0	0/0	0	1	1/0	0	0	0/0	0
Enrolled												
First-Year	3	0/3	100.0	0	0/0	0	1	1/0	0	0	0/0	0
All Years	10	4/6	75.0	0	0/0	0	1	1/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	0	2	2
American Indian	0	0	0
Mexican American/Chicano	1	5	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	337	153/184	46.6	9	4/5	22.2	84	57/27	40.5	27	17/10	40.7
Accepted	80	39/41	82.5	2	1/1	50.0	38	24/14	57.9	12	7/5	50.0
Matriculated	51	22/229	92.2	1	0/1	100.0	15	7/8	80.0	7	6/1	57.1
Enrolled												
First-Year	55	26/29	92.2	1	0/1	100.0	19	9/10	80.0	9	7/2	—
All Years	156	73/83	84.0	8	1/7	0	58	36/22	53.5	17	11/6	66.7
1986-87												
Applied	353	172/180	35.5	17	9/8	11.8	96	58/38	25.0	29	19/10	37.9
Accepted	54	30/24	57.4	1	1/0	0	36	26/10	44.4	13	9/4	69.2
Matriculated	26	11/15	65.4	0	0/0	0	20	17/3	57.9	11	6/5	60.0
Enrolled												
First-Year	34	16/18	65.4	0	0/0	0	25	21/4	57.9	11	6/5	60.0
All Years	155	65/90	92.2	6	2/4	50.0	66	43/23	60.5	26	16/10	66.7

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	19	22	45
American Indian	3	2	1
Mexican American/Chicano	6	10	14
Mainland Puerto Rican	3	2	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	132	62/70	63.6	10	4/6	20.0	81	49/32	33.3	23	13/10	17.4
Accepted	10	5/5	90.0	0	0/0	0	6	1/5	50.0	0	0/0	0
Matriculated	4	1/3	100.0	0	0/0	0	4	0/4	50.0	0	0/0	0
Enrolled												
First-Year	4	1/3	100.0	0	0/0	0	4	0/4	50.0	0	0/0	0
All Years	12	6/6	100.0	1	1/0	0	8	3/5	66.7	0	0/0	0
1986-87												
Applied	118	59/59	56.8	5	3/2	0	68	40/28	22.1	16	10/6	43.8
Accepted	4	3/1	100.0	0	0/0	0	7	5/2	57.1	2	2/0	100.0
Matriculated	2	1/1	100.0	0	0/0	0	2	1/1	50.0	0	0/0	0
Enrolled												
First-Year	2	1/1	100.0	0	0/0	0	2	1/1	50.0	0	0/0	0
All Years	11	4/7	100.0	1	1/0	0	8	2/6	60.0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	3	2	3
American Indian	0	1	0
Mexican American/Chicano	1	1	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	194	91/103	39.2	12	6/6	16.7	79	49/30	22.8	17	12/5	17.6
Accepted	6	2/4	33.3	0	0/0	0	2	1/1	0	1	1/0	100.0
Matriculated	2	0/2	0	0	0/0	0	1	1/0	0	0	0/0	0
Enrolled												
First-Year	3	0/3	0	0	0/0	0	1	1/0	0	0	0/0	0
All Years	18	7/11	55.6	0	0/0	0	2	2/0	0	0	0/0	0
1986-87												
Applied	177	87/90	27.7	5	2/3	20.0	60	41/19	23.3	16	11/5	37.5
Accepted	10	5/5	40.0	0	0/0	0	1	0/1	100.0	1	1/0	0
Matriculated	4	3/1	50.0	0	0/0	0	0	0/0	0	1	1/0	0
Enrolled												
First-Year	6	3/3	50.0	0	0/0	0	0	0/0	0	1	1/0	0
All Years	18	8/10	42.9	0	0/0	0	1	1/0	0	1	1/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	5	7	3
American Indian	0	0	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	0	0	0

Rush Medical College of Rush University

Address inquiries to
Dr. William Schwer
Chairperson,
Committee on Admissions
Rush Medical College
of Rush University
600 S. Paulina Street
Chicago, Illinois 60612
(312) 942-6913

Recruitment. Rush Medical College participates in the collaborative Chicago Area Health and Medical Careers Program described below involving students at the high school and college levels. Students are recruited for this multiyear program by visits to high schools and referral by high school teachers, counselors, and students in the program. Rush Medical College and the Rush Chapter of the Student National Medical Association have sponsored an Open House for minority premedical students and faculty involved with minority premedical advising. Through this program we seek to familiarize minority premedical students with Rush. Topics generally discussed include Admission policies and procedures, clinical and Pre-clinical Curriculum, Financial Aid and an opportunity is provided to speak with minority medical students currently attending Rush. Recruitment of minority applicants to Rush Medical College is conducted by members of the Office of Admissions and the Admissions Committee and by minority students currently enrolled in the Medical College. Minority premedical groups are encouraged to visit the Rush-Presbyterian-St. Luke's Medical Center to meet with students and faculty and to see the facilities. Such visits can be arranged through the Office of Admissions.

Admissions. The applicants to the Medical College are evaluated by the Committee on Admissions. A minority subcommittee reviews applications from minority applicants and makes the first decision, whether or not to invite an applicant for interview. At least one member of this subcommittee, one student, and an additional faculty member will interview each applicant invited for interview. The final decisions are made on each interviewed candidate by the full Committee on Admissions. The Committee considers not only prior academic achievement, but also factors which might have influenced the level of achievement reached, as well as the personal characteristics of each applicant.

Academic Aid Programs. Each student is assigned a carefully selected and trained academic advisor who will provide counseling and guidance throughout all four years of medical school. Students experiencing academic difficulty are provided a range of assistance, including individual and group instruction in time management, study skills, and test taking strategies; peer tutors; and individualized instruction. Students have the option of modifying and extending their schedules so as to proceed at a slower pace during the preclinical years.

Summer Programs. A pre-matriculation program for students accepted to the first year class is held on a yearly basis. Rush Medical College participates with the Illinois Institute of Technology and the other private medical schools in Chicago in the Chicago Area Health and Medical Careers program, which provides enrichment experiences to students interested in health careers. Students are selected during the junior year of high school. Special courses in chemistry, biology, study skills and experiences with medical school faculty take place during the first summer and on Saturdays of the senior year of high school. Preceptorships with faculty of health professional schools will take place in subsequent summers. Interested high school students from the Chicago area should apply to: Chicago Area Health Careers Opportunity Program, Illinois Institute of Technology, Life Sciences Building, Room 182, 3101 South Dearborn, Chicago, Illinois 60616.

Student Financial Assistance. Financial aid in the form of loans and non-refundable aid is available to all students based primarily on need and accrued educational debt. The application fee is waived for applicants meeting the requirements for service fee waiver by AMCAS. Financial assistance for interview trips is not available.

Southern Illinois University School of Medicine

Address inquiries to
Dr. Harold Bardo
Director, MEDPREP
Southern Illinois University
School of Medicine
Carbondale, Illinois 62901
(618) 536-5511

Recruitment. Southern Illinois University School of Medicine sponsors a non-degree granting undergraduate Medical-Dental Education Preparatory Program (MEDPREP) at the Carbondale campus. MEDPREP is designed to assist students from groups currently underrepresented in medical practice in their preparation for medical school—Blacks, Mexican Americans, Mainland Puerto Ricans, American Indians and others, including students from low income/rural areas. Its goal is to assist participating students become competitive for admission to medical school and to succeed after they matriculate.

MEDPREP offers enrolled students tutorials, courses, and seminars covering many phases of pre-professional preparation for medical education. Each student's curriculum is tailored to his or her individual needs as determined by diagnostic tests, a review of previous academic history, the student's particular preferences, and the admissions requirements of the medical schools to which the student plans to apply. MEDPREP and other university courses are available for the developmental and advanced level in both basic sciences and learning skills. Students have an opportunity to prepare for the MCAT and DAT and are exposed early to the medical school faculty and curriculum. MEDPREP emphasizes small classes, and close interaction with and supervision by faculty.

Admission to MEDPREP is open to U.S. citizens and permanent residents. However, preference is given to Illinois residents. Students enroll in the program in June of each year. It is strongly recommended that students apply the fall semester prior to anticipated summer matriculation.

The program is targeted toward those individuals from minority groups under represented in medicine and dentistry (Black, Mexican-American, American Indian, and Mainland Puerto Rican). Other minority group members and rural, white applicants from low income backgrounds are considered for the program on a space- available basis.

Admissions. MEDPREP has a special admissions program for which applicants are invited to spend one day on the Carbondale campus. Several of these admissions programs are held periodically throughout the year and involve a series of diagnostic tests, interviews with faculty, and meetings with students to learn more about the program. To receive full consideration, applicants must meet the regular Southern Illinois University admissions criteria and the MEDPREP admissions criteria. Application forms may be obtained directly from the Program Director. There is no application fee to MEDPREP or the University.

All students enrolled in the program have completed at least two years of college course work and a majority are post-baccalaureate students. Each semester, there are approximately 40-50 minority and disadvantaged students participating in MEDPREP on the Carbondale campus of Southern Illinois University. Students participate in the program from six to 24 months depending on their particular situations.

Acceptance to or success in MEDPREP does not guarantee admission to Southern Illinois University School of Medicine or any other medical school. However, many of our students have been accepted and matriculated at Southern Illinois University School of Medicine and other medical schools.

The Admissions Committee of the School of Medicine is composed of basic science and clinical faculty from the Carbondale and Springfield campuses. Enrolled medical students are also voting members of the Committee. There is no special minority student admissions committee. The Office of the Dean of Students and the Admissions Committee encourage minority students to make application and make a particular effort to interview those minority students who apply.

Academic Aid Programs. Evaluation of student progress is determined by achievement of prescribed curricular objectives. Faculty determined performance standards are established for each curriculum segment to assure that students are judged primarily by criterion referenced methods. If a student does not achieve the objectives for a given curriculum segment, remedial experiences prescribed by the faculty are required. If necessary, major adjustments in the curriculum of a student will be considered by the Student Progress Committee. Diagnosis of study skills deficiencies and appropriate remedial assistance is provided by the educational psychologists in the Department of Medical Education. Faculty advisor systems operate for all students, on both the Carbondale and Springfield campuses. In addition, the Assistant Dean of Students/Minority Affairs and Counseling serves as an ex officio member of the Student Progress Committee.

Summer Programs. An eight-week summer prematriculation program is offered for minority and disadvantaged matriculants. Such students are strongly encouraged to attend. This program, not unlike most other prematriculation programs, is designed to introduce the student to some of the course content in the first year medical school curriculum. Further the skills courses offered during the program are seen as essential for assisting minority and disadvantaged students in making the transition from undergraduate school to medical school.

Student FinancialAssistance. Only limited institutional funds are available for financial aid at present. However, a special scholarship fund for academically qualified minority medical students has been developed.

Other Pertinent Information. Questions about medical school minority student affairs should be directed to Assistant Dean of Students/Minority Affairs and Counseling, SIU School of Medicine, P.O. Box 19230, Springfield, Illinois 62794-9230, (217) 782-2860. Questions about MEDPREP should be directed to Harold R. Bardo, MEDPREP-SIU-SM, Wheeler Hall, Southern Illinois University, Carbondale, Illinois 62901 (618) 536-6671.

Indiana University School of Medicine

Address inquiries to
Marion K. Kelly
Assistant Director of Admissions/
Minority Admissions Advisor
Indiana University School of Medicine
1120 South Drive
Fesler Hall 213
Indianapolis, Indiana 46223
(317) 274-3772

Recruitment. The Indiana University School of Medicine has a constant interest in expanding its efforts to identify, advise, and recruit minority and/or disadvantaged individuals who have potential and promise for education and training in medicine. The School's efforts include contact with appropriate administrators, teachers, and advisors in (primarily) Indiana high schools, colleges and universities. Recruitment activities are developed and implemented through the admissions office. Such activities consist of on-campus visitations to conduct premedical seminars and converse with students on a one-to-one basis or in small groups. We also participate in high school career opportunity programs, and reach out to the community through information sheets or brochures, visual aids, and tours of the medical center which are available to students and small groups by appointment. The School encourages minority medical students to give personal experience information to high school and undergraduate students, and community organizations.

Admissions. The School of Medicine Admissions Committee evaluates all applicants, minority and non-minority, on the basis of scholarship, character, personality, references, performance on the Medical College Admission Test (MCAT), and a personal interview. It is essential that all students apply early, follow appropriate admissions procedures, and promptly return necessary materials. The earlier well-qualified students may expect action on their applications.

Academic Aid Programs. The Indiana University School of Medicine currently makes use of several academic reinforcement programs for disadvantaged students. In-depth academic counseling is offered and provided by faculty members, personnel in the Office of Student and Curricular Affairs, and assigned signed faculty advisors.

Each of our special programs is now offered to students after matriculation, and these include tutoring, reduced work load and repetition of a year of medical studies. Special tutorial programs are offered by the faculty of each of the basic science courses for all students whose academic performance is below par. These programs are offered on a regularly scheduled basis. Under certain circumstances students are permitted to assume a reduced work load during the first year of medical school. Under this arrangement students extend the first year of medical studies (gross anatomy, histology, biochemistry, physiology, microbiology, neurobiology and human behavior) to two calendar years. Finally, under special circumstances, students are permitted to repeat the second year of medical studies (neurobiology, pharmacology, pathology, and introduction to medicine).

Student Financial Assistance. Special sources of financial aid are available for needy and minority students. One such fund is the Louis B. Russell Minority Fellowship which was established primarily to assist needy minority students. Mr. Russell was a Black educator and at the time of his death had been the longest living heart transplant recipient.

There are medical school loans available, such as the Medical Student Loan Funds, Cyrus J. Clark (Medical Alumni) Loans, Student Emergency Loans—Short Term, and the Indiana Medical-Distribution Loan Fund. Several of these loans are available only at certain periods in the student's medical school curriculum. Inquiries should be sent to the Director of Financial Aid.

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	167	70/97	66.5	9	6/3	22.2	45	24/21	55.6	16	8/8	50.0
Accepted	9	7/2	100.0	0	0/0	—	5	3/2	60.0	0	0/0	—
Matriculated	1	1/0	100.0	0	0/0	—	5	3/2	60.0	0	0/0	—
Enrolled												
First-Year	1	1/0	100.0	—	—	—	2	2/0	100.0	0	0/0	—
All Years	18	11/7	—	—	—	—	5	4/1		2	1/1	100.0
1986-87												
Applied	132	66/66	56.8	3	3/0	—	31	19/12	61.3	13	11/2	53.8
Accepted	12	6/6	83.3	0	0/0	—	4	2/2	100.0	0	0/0	—
Matriculated	2	2/0	100.0	0	0/0	—	1	0/1	100.0	0	0/0	—
Enrolled												
First-Year	2	2/0	100.0	—	—	—	1	0/1	100.0	0	0/0	—
All Years	15	7/8	—	—	—	—	6	4/2	—	2	1/1	100.0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	2	4	4
American Indian	0	0	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	2	0

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	109	42/67	85.3	2	2/0	0	16	9/7	87.5	9	5/4	66.7
Accepted	23	12/11	100.0	0	0/0	0	3	2/1	100.0	2	1/1	100.0
Matriculated	9	5/4	100.0	0	0/0	0	2	2/0	100.0	0	0/0	0
Enrolled												
First-Year	11	6/5	100.0	0	0/0	0	2	2/0	100.0	0	0/0	0
All Years	36	17/19	100.0	0	0/0	0	2	0/2	100.0	1	1/0	100.0
1986-87												
Applied	109	57/52	75.2	3	3/0	33.3	26	16/10	42.3	5	4/1	80.0
Accepted	19	9/10	100.0	0	0/0	0	2	0/2	100.0	1	1/0	100.0
Matriculated	7	3/4	100.0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	10	4/6	100.0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	36	17/19	100.0	0	0/0	0	2	2/0	100.0	1	0/1	100.0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	5	11	5
American Indian	0	0	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	1	0	1

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	136	57/79	13.2	3	3/0	0	14	11/3	21.4	9	6/3	11.1
Accepted	10	3/7	50.0	0	0/0	0	1	0/1	100.0	0	0/0	0
Matriculated	5	2/3	66.7	0	0/0	0	1	0/1	100.0	0	0/0	0
Enrolled												
First-Year	11	5/6	66.7	0	0/0	0	2	0/2	100.0	0	0/0	0
All Years	25	11/14	69.2	0	0/0	0	6	3/3	100.0	0	0/0	0
1986-87												
Applied	100	46/54	22.0	1	1/0	0	7	4/3	14.3	5	2/3	0
Accepted	9	2/7	66.7	0	0/0	0	1	1/0	100.0	0	0/0	0
Matriculated	6	2/4	71.4	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	8	3/5	71.4	0	0/0	0	0	0/0	0	0	0/0	0
All Years	25	10/15	66.7	0	0/0	0	6	3/3	100.0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	3	8	2
American Indian	0	0	0
Mexican American/Chicano	0	2	2
Mainland Puerto Rican	0	0	0

The University of Iowa College of Medicine

Address inquiries to
Dr. Scharron A. Clayton
Director, Health Careers Opportunity Program
and Associate for Student Affairs
The University of Iowa
College of Medicine
101A CMAB
Iowa City, Iowa 52242
(319) 335-8056

Recruitment. For the past nineteen years, the University of Iowa College of Medicine has conducted a program specifically geared towards minority applicants. Currently known as the Health Careers Opportunity Program, efforts are directed towards identifying, admitting and graduating applicants from ethnic groups historically omitted from medical education. To meet the objectives of the program, attention is given to the admission and retention of aspiring minority physicians.

The College of Medicine actively encourages minority students to seek information regarding our programs and heartily welcomes applications to the College of Medicine.

Efforts to encourage minority applications are demonstrated in a variety of ways. The faculty and administrative staff visit minority summer programs to present information and informally speak with individual students. During the annual spring premedical symposium, students are encouraged to visit with faculty and tour facilities. Medical students who hold membership in the Student National Medical Association and Los Curanderos visit high schools and colleges for the purpose of presenting and sharing information related to medical education. Additionally, minority undergraduates are encouraged to contact Dr. Clayton regarding the Minority Program.

Admissions. During the history of the program the commitment to increasing minority representation has been demonstrated by the ever growing number of entering minority students. There is no geographical restriction placed upon the selection of candidates. Currently, most program participants are out-of-state students. Admission is not contingent upon a personal interview.

The College has an Educational Opportunities Program Committee which studies applications of all persons who have indicated via their AMCAS file that they wish consideration as minority applicants. This committee makes recommendations to the College Admission Committee. The Educational Opportunities Program Committee includes minority students and staff in its membership.

All basic requirements for admission to the College of Medicine must be fulfilled by all applicants seeking entry. The reader is directed to the Association of American Medical College publication Medical School Admission Requirements for discussion of the requirements.

Interested students need not apply for Early Decision Admission.

Academic Aid Programs. Individual and/or group counseling is provided by the project director and other student affairs staff members. The college maintains three persons qualified to provide supportive services. Financial aid counseling is available for those experiencing money management problems. Students are encouraged to utilize these services during their initial adjustment to medical school.

There is a tutorial program in each of the basic science areas available to all students. Any required/necessary deviance from the curriculum schedule is determined by the Dean and reviewed on an individual basis. Some basic science courses include a great deal of individualized learning so that study schedules can be individualized. Individualized tutoring can be arranged.

Summer Program. The first phase of retention is the Summer Program. All students accepted under the auspices of the University of Iowa Educational Opportunities Program attend a Health Careers Opportunity program during the summer preceding the academic year. The components of the summer program include academic coursework, personal/developmental counseling, career development seminars, academic skills training and structured introductory seminars to the basic sciences. Orientation activities, as well as assistance in "settling-in," are included.

Typically the academic coursework includes medical microscopic anatomy, biochemistry, and biostatistics tutorials. The structured introductory seminars in biochemistry and biostatistics afford the student an opportunity to receive a complete and thorough overview of the courses which are taken during the first semester.

A summer grant defrays the cost of tuition, room charges and board.

Student Financial Assistance. The University will waive an application fee for economically disadvantaged students. All students desiring consideration for financial aid must complete the Financial Aid Form. A need assessment of this application reveals the amount of aid students are entitled to. The basis of financial aid for minority program participants demonstrating need is a grant provided by the Office of Special Support Services. Other federal and national foundation grants are also utilized. The combination of financial support sources meets the basic financial needs of minority students.

Other Pertinent Information. Three staff members are available to discuss individual concerns regarding residency training programs. During the Summer Program student interests are surveyed so that contact can be made with representatives from clinical departments; additionally, an early mentoring program is established with clinical departments. During the summer, staff physicians are invited to conduct seminars focused on medical specialties.

During the academic year minority physicians practicing in Iowa are invited to campus to conduct seminars focused on their research, private practice or personal experiences.

The successful efforts of this program can be viewed from a graduate perspective. Students typically obtain their choice of residency training programs. Graduates have entered: Internal Medicine, Family Medicine, Obstetrics/Gynecology, Pediatrics, Ophthalmology, Pathology, Anesthesiology, Psychiatry, Surgery, and Radiology.

University of Kansas School of Medicine

Address inquiries to
Melvin Williams
Director of Affirmative Action and
Associate Vice Chancellor
University of Kansas
School of Medicine
39th and Rainbow Boulevard
Kansas City, Kansas 66103
(913) 588-1206

Recruitment. The University of Kansas Medical School has developed a comprehensive recruitment, development, and retention program for individuals from minority/disadvantaged groups. The major goal of the trainng program is to provide disadvantaged communities in the State of Kansas and the nation with an increased representation of medical practitioners from minority/disadvantaged backgrounds. This effort will utilize University of Kansas Medical School faculty, staff, students, and community groups active in the recruitment of minority-disadvantaged students for medicine. The minority/disadvantaged students recruitment and development program has the following objectives: 1) recruitment of minority/disadvantaged students at the undergraduate level; 2) achievement of adequate preparation of incoming minority/ disadvantaged students; and 3) achievement of maximum retention of minority/disadvantaged students. An assessment and support system has been activated to help minority/disadvantaged students overcome educational difficulties, financial problems, or socio-emotional impediments.

Admissions. We have no special screening committee for minority students. However, Black Americans, Mexican Americans, Puerto Rican Americans, and Native American Indians are given careful consideration since individuals from the aforementioned groups are underrepresented and underutilized in medicine.

Academic Aid Programs. Ongoing tutorial and counseling programs have been established to ensure that minority/disadvantaged students not only matriculate in medical school but also graduate.

Tutorial programs are available to assist students, especially in the basic sciences. A learning skills professional will work with students to enhance the productivity of their study patterns and strengthen their test taking skills. A counseling service is available to assist students in dealing with stress and other difficulties of a psychosocial nature. The total program of educational support is geared to minimizing obstacles in the students' path toward their academic goals and improving their chances of retention in medical school.

Student Financial Assistance. Scholarship microscopes are available to medicine students during their preclinical training. The University of Kansas Endowment Association provides scholarship and loan assistance to medical students. The University of Kansas School of Medicine has an "Emergency Scholarship Fund for Minority Students." Guaranteed bank loans are also available. Minority students will be assured of adequate financial support through scholarships and loans.

University of Kentucky College of Medicine

Address inquiries to
Dr. Jayne L. Middleton
Acting Associate Dean
for Education
University of Kentucky
College of Medicine
800 Rose Street, MS129H
Lexington, Kentucky 40536
(606) 233-6446

Recruitment. The University of Kentucky has a commitment to provide health career information and counseling to high school and college students from minority and low- income groups in an effort to ensure such students an opportunity to be admitted to and succeed in medical school.

Through the Health Careers Opportunity Program, students are identified early in college, and assisted in making relevant educational choices and plans for their premedical education. Special summer academic reinforcement and skills development programs are provided between the sophomore and junior years.

Admissions. The Committee on Admissions of the College of Medicine is composed of basic science and clinical faculty members, senior medical students, community practitioners and an at-large health consumer.

Academic Aid Programs. The purpose of the Office of Student Counseling and Enrichment Programs is to provide all students of the College of Medicine with assistance in achieving their educational goals and in adjusting to the special demands of medical education. The following programs are available to students: 1) individual and group counseling; 2) educational resources, i.e., examination files, class notes, texts review materials, and handouts; 3) preparation for national licensure examinations; 4) tutorial service; 5) Prematriculation Program; and 6) specialized support services as required.

Summer Program. The Prematriculation Program is open to any entering student who desires an early orientation to the College and to the community. Time is provided for gaining familiarity with the curriculum, meeting one's classmates, and securing housing.

Student Financial Assistance. Application fees are automatically waived for candidates to whom AMCAS grants fee waivers, or if a special request is made for a fee waiver. The College of Medicine works closely with students to establish a reasonable financial budget and to provide financial assistance within the resources available.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	178	73/105	0.56	9	3/6	0	76	53/23	1.31	9	5/4	11.11
Accepted	24	6/18	0	1	1/0	0	11	7/4	909	3	2/1	33.33
Matriculated	13	2/11	0	0	0/0	0	7	5/2	14.28	2	1/1	5000
Enrolled												
First-Year	14	2/12	0	0	0/0	0	8	6/2	12.5	2	1/1	50.00
All Years	47	20/27	4.25	1	1/0	0	27	17/10	3.7	3	2/1	33.33
1986-87												
Applied	177	80/97	1.12	9	4/5	11.11	64	41/23	0	4	2/2	0
Accepted	23	13/10	8.69	2	1/1	50.00	9	6/3	0	1	0/1	0
Matriculated	15	9/6	0	2	1/1	50.00	4	1/3	0	0	0/0	0
Enrolled												
First-Year	15	9/6	0	2	1/1	50.00	6	2/4	0	0	0/0	0
All Years	50	25/25	4.0	3	2/1	33.33	25	14/11	4.0	3	2/1	33.33

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	8	9	12
American Indian	0	0	0
Mexican American/Chicano	4	3	7
Mainland Puerto Rican	0	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	0	0/0	0
Accepted	—	—	—	—	—	—	—	—	0	0	0/0	0
Matriculated	2	2/0	—	0	0/0	—	1	0/1	0	0	0/0	0
Enrolled												
First-Year	2	2/0	—	0	0/0	—	1	0/1	0	0	0/0	0
All Years	5	3/2	—	3	1/2	—	1	0/1	0	0	0/0	0
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	0	—	—	—
Matriculated	2	2/0	—	0	0/0	0	1	1/0	—	1	1/0	—
Enrolled												
First-Year	2	2/0	—	0	0/0	0	1	1/0	—	1	1/0	—
All Years	7	3/4	—	3	1/2	—	2	1/1	—	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	0	1	1
American Indian	0	1	2
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	5	0/5	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	5	0/5	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	14	5/9	—	1	1/0	—	0	0/0	—	1	0/1	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	4	1/3	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	4	1/3	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	13	2/11	—	0	0/0	—	0	0/0	—	1	0/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	4	2	1
American Indian	1	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	1

University of Louisville School of Medicine

Address inquiries to
Michael E. Byrne
Director, Special Programs
Office of the Dean
School of Medicine
University of Louisville
Louisville, Kentucky 40292
(502) 588-7159

Recruitment. The University of Louisville provides health career information and counseling to Kentucky high school and college students. A concerted effort is made to identify and follow up with minority and other disadvantaged groups to insure that these students have an opportunity to consider and prepare for a medical career.

The University of Louisville Health Careers Programs staff identify students while they are in high school or college and encourage them to participate in special summer preparatory programs to strengthen their academic skills. Seminars, career days, visits with medical students, basic science faculty and physicians, and tours of the medical school's teaching facilities are scheduled throughout the year.

The Student National Medical Association (SNMA) also assists in the identification and recruitment of minority students.

Admissions. The School of Medicine does not have a separate admissions committee for screening minority applicants. Minority representatives serve as members of the regular admissions committee. The admissions committee emphasizes grade point average, MCAT scores and interview ratings. The committee gives special consideration to minority applicants, particularly Kentucky residents.

Minority applicants are encouraged to contact the school directly as soon as they have submitted their application.

The Medical Education Development Program (MED) provides an opportunity for selected students to demonstrate competence and readiness for medical school through a one-year, individualized course of study. Participants take two regular medical school courses. Upon successful completion, students are considered for admission into the upcoming first year class.

Academic Aid Programs. Minority students are provides retention services to assist them in achieving their educational and career goals. These activities include 1) a two week orientation workshop prior to entry into medical school, 2) assistance with relocation, housing, and financial aid, 3) individual counseling and faculty-student interaction, 4) a tutorial program, 5) assistance in preparation for the National Boards, 6) educational resource material, 7) and other individualized support as needed.

Student Financial Assistance. The University of Louisville School of Medicine waives the application fee for disadvantaged minority students. Financial assistance for interview trips cannot be provided. The university offers some scholarships for minority students with strong academic credentials. Based on available resources, the School of Medicine makes a concerted effort to assist students in meeting their financial needs.

Louisiana State University School of Medicine in New Orleans

Address inquiries to
Dr. Edward G. Helm
Assistant Dean of Minority Affairs
Louisiana State University
School of Medicine
1542 Tulane Avenue
New Orleans, Louisiana 70112
(504) 568-8501

Recruitment. The LSU School of Medicine in New Orleans plays a very active role in the recruitment of minority students. The Office of Minority Affairs coordinates recruitment primarily at the college level; however, recruitment efforts have been expanded to include high school students since 1985. A workshop on recruitment and retention is held annually. Invitations are extended to all college pre-med students to attend this all day workshop. The workshop consists of an overview of the curriculum, presentations by the faculty and administrators.

Our recruitment efforts encompass an integrated program of visits, lectures, films, tours, and actual assistance in completing applications.

Admissions. Although every consideration is given to each minority applicant, the School of Medicine has no special admissions policies or procedures for minority applicants.

The Assistant Dean of Minority Affairs is a voting member of the Admissions Committee and works closely with enrolled medical students, faculty, and administrators to provide every consideration for each minority applicant.

Academic Aid Programs. The School of Medicine has a tutorial program in the basic sciences, as well as in the clinical areas. These tutorial programs are available to all students. In addition, the Minority Affairs Staff provides course review sessions for the basic sciences and an academic review program for all minority students. Study-skills courses are available on a volunteer basis.

Summer Programs. There is a summer enrichment program for high school students. The purpose of the program is to provide academically talented science/math students an opportunity to interact with nationally renowned scientists from Louisiana State University Medical Center. Participation will further the student's knowledge of the sciences and provide experience in the research process in the sciences.

Minority Summer Prematriculation Program. The goal of the program is to provide accepted first year minority medical students with experiences that will facilitate academic, environmental, and emotional adjustment to medical school. It is intended that participation in this program will enable the student to begin medical school with greater ease and competency. The program will consist of lectures and lab experiences in histology, biochemistry, physiology, and gross anatomy. In addition, note-taking and test-taking skills, memorization and time management are also offered.

Student Financial Assistance. LSU has a full program of financial assistance, including scholarship and loan funds, as well as work-study programs. Students accepted at LSU can receive necessary assistance without any undue hardship.

Presently, there are 10 full scholarships available to entering black freshmen students. The applicant is advised to be aggressive in making his/her financial need known to medical school officials.

Louisiana State University
School of Medicine in Shreveport

Address inquiries to
Dr. William T. McElroy, Jr.
Associate Dean for Admissions & Records
Louisiana State University
School of Medicine in Shreveport
P.O. Box 33932
Shreveport, Louisiana 71130
(318) 226-3190

Recruitment. The Associate Dean for Special Projects annually informs all area high schools students of our special 6-year B.S.-M.D. program and encourage plans for medical careers.

The Associate Dean for Student Affairs annually visits Louisiana black Colleges (e.g. Southern University) on "Careers Day" to encourage application to our School of Medicine. The Dean also works with premedical counselors to encourage minority advising and recruitment at state and local colleges.

Recently, the Medical Center has published a recruiting brochure to interest Black students in attending LSU medical schools.

Admissions. There are no special admissions procedures at LSU. All applicants are considered by the regular Admissions Committee. However, for minority students, other factors such as the MCAT scores are sensitively weighed. The Admissions Committee is composed of basic and clinical science faculty, and local practicing physicians.

Academic Aid Programs. Special tutoring for students in academic difficulty is available at all times.

Student Financial Assistance. All students are awarded financial assistance with demonstrated need as the sole basis for con sideration. Beginning in 1982, the school will have a given number of $5,000 per year scholarships to offer entering 1st year Black medical students.

Other Pertinent Information. Because of the nature of current admissions policies, all applicants, including minority applicants, should be state residents in order to be considered for admission.

Tulane University School of Medicine

Address inquiries to
Dr. A. Cherrie Epps
Director, Medical Education Reinforcement and Enrichment Program
Tulane University
School of Medicine
1430 Tulane Avenue
New Orleans, Louisiana 70112
(504) 588-5327

Recruitment. Tulane's Medical Education Reinforcement and Enrichment Program has been expressly designed to identify, recruit, admit, retain, and graduate minorities and/or disadvantaged students both at the premedical and medical levels. Although the target geographic regions for our recruitment program are the Southeastern and Southwestern regions of the United States, we welcome applications from students from all states. Our faculty members, students, and administrators visit colleges in the target regions to meet and counsel undergraduate students and their advisors. Information is disseminated about aspects of medical education in general and specifically about Tulane's programs.

Admissions. Tulane does not have a separate minority student admissions committee. The Admissions Committee presently consists of three minority representatives (1 student and 2 faculty) out of a possible 15 members. All applications are reviewed in a uniform manner with the intent of the Committee being to admit the best class possible in light of the goals and policies of the School of Medicine.

Academic Aid Programs. The Pre-matriculation Reinforcement-Introduction in Medical Education (PRIME) Program is a newly designed, generally voluntary, summer program offered to incoming freshmen medical students to introduce and familiarize them with the Tulane University School of Medicine's community and educational offerings. The PRIME program offers an opportunity to enrich and enhance basic prerequisite knowledge and to survey, first hand, abbreviated segments of the firs tyear basic curriculum and other medical life experiences and expectations. The Program is designed to ease the student's transition into medical school. PRIME is a 6-week pro gram which requires completion of the official PRIME application to be considered for participation.

The retention programs provide personalized educational assistance during the regular academic year as well as during the summer months. The Academic Year Tutorial Program provides tutorial assistance in the areas of anatomy, biochemistry, physiology, microbiology, pharmacology, pathology, and to some extent, physical diagnosis and laboratory medicine. Tutoring is provided by medical or graduate students as well as junior faculty. The Summer Directed Study Program consists of regularly scheduled supervised study periods augmented by lectures. This program's essential purpose is to provide accepted students in academic difficulty with a formal session of concentrated reviews and study accompanied by individual tutorial assistance. After participation and upon completion of the Summer Directed Study, the participating student takes a re-examination in the area(s) of acdemic difficulty for removal of a condi tional grade(s). In addition to the above, a Note Service is provided all students of the entering first and second year classes and serves as a supplement to information received during core course lectures. Fur ther, Study and Test Taking Skills Workshops are offered periodically during the academic year follow-up by a small group and individualized assistance by a learning skills specialist. Finally, a Com puter Assisted Instruction is utilized by our students and residents as an intervention approach in the preparation for licensure examination. Other Support Services, personal, financial and career counseling is available to medical, college and high school students throughout the calendar year. Also, a Student Guide for Medical School Life at Tulane is published and distributed to all interviewees and incoming students as well as an entering class Buddy System to facilitate environmental and geographic transition.

Summer Programs. Tulane's Summer Reinforcement and Enrichment Program is primarily a motivational program for undergraduate premedical students. Many of the minority students who have enrolled at the Tulane School of Medicine have participated in the summer program. Summer program participants are given an introduction to the

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	36	14/22	50	0	0/0	0	0	0/0	0	0	0/0	0
Accepted	13	4/9	46	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	5	2/3	40	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	7	4/3	43	0	0/0	0	0	0/0	0	0	0/0	0
All Years	20	7/13	45	0	0/0	0	0	0/0	0	0	0/0	0
1986-87												
Applied	21	8/13	43	2	0/2	100	0	0/0	0	0	0/0	0
Accepted	11	4/7	52	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	2	0/2	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	3	0/3	67	0	0/0	0	0	0/0	0	0	0/0	0
All Years	18	4/14	61	0	0/0	0	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	2	4	4
American Indian	0	0	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	99	56/43	74.7	3	0/3	33.3	4	2/2	50.0	6	5/1	66.7
Accepted	18	10/8	100.0	1	0/1	100.0	1	0/1	100.0	2	2/0	100.0
Matriculated	7	5/2	100.0	1	0/1	100.0	0	0/0	0	2	2/0	100.0
Enrolled												
First-Year	11	5/6	100.0	1	0/1	100.0	0	0/0	0	2	2/0	100.0
All Years	41	17/24	100.0	2	1/1	100.0	1	1/0	0	4	4/0	100.0
1986-87												
Applied	105	55/50	69.5	2	2/0	0	3	1/2	66.7	4	3/1	50.0
Accepted	17	9/8	100.0	0	0/0	0	0	0/1	100.0	0	0/0	0
Matriculated	10	5/5	100.0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	10	5/5	100.0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	43	21/22	100.0	2	1/1	100.0	1	1/0	0	3	3/0	100.0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	10	8	7
American Indian	0	0	1
Mexican American/Chicano	0	2	0
Mainland Puerto Rican	1	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	6	3/3	—	0	0/0	—	1	0/1	—	0	0/0	—
Enrolled												
First-Year	8	4/4	—	0	0/0	—	1	0/1	—	0	0/0	—
All Years	23	13/10	—	0	0/0	—	1	0/1	—	1	0/0	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	6	5/1	—	0	0/0	—	1	0/1	—	0	0/0	—
Enrolled												
First-Year	7	5/2	—	0	0/0	—	1	0/1	—	0	0/0	—
All Years	19	12/7	—	0	0/0	—	2	0/2	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	7	3	2
American Indian	0	0	1
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	1

medical school curriculum, assigned to assist faculty members as research assistants, given review sessions for the MCAT, and participate in seminars and lecture demonstrations. Clinical exposure is also an integral part of the program. Faculty members for this program represent most of the New Orleans area colleges and universities, including Loyola, Dillard, Southern, Xavier, University of New Orleans, and Tulane Universities.

Student Financial Assistance. No application fee waivers and no provision for help for interview trips is available. We do, however, provide interviewers in various geographic areas.

Tulane offers limited financial assistance to qualified students through scholarships, long-term loans, emergency loans, and a plan for deferred payment of tuition. Financial aid, whether scholarship or loan, is awarded only to students with demonstrable need. All school of Medicine scholarships are administered by the financial aid committee and are awarded in accordance with the stipulations of the donors. All applicants are automatically considered for any scholarship for which they are eligible. In quiries concerning financial aid should be directed to the Chairman of Financial Aid Committee, Tulane Medical School, New Orleans, LA 70112.

The Johns Hopkins University School of Medicine

Address inquiries to
Dr. Roland Smoot
Assistant Dean of Student Affairs
The Johns Hopkins University
School of Medicine
Administration Building 115
720 Rutland Avenue
Baltimore, Maryland 21205
(301) 955-3416

Recruitment. The Johns Hopkins University School of Medicine is committed to enrolling and educating individuals from disadvantaged groups. Minority faculty and students participate in all admissions and recruitment activities. Representatives of the admissions committee, faculty, student body and the assistant Dean for student affairs visit colleges throughout the country providing premedical advisors and minority students with information about educational opportunities available at the Johns Hopkins Medical Institutions. Minority faculty members knowledgeable in the admissions process send direct mailings encouraging applications to Johns Hopkins and frequently provide informal counseling for the premedical students identified by this process. Tours of the medical school and hospital facilities are provided for all applicants selected for interview, and similar visitations are made available upon request to minority student groups interested in medical careers.

Special recruitment events include seminar-workshops on health problems of disadvantaged groups where prospective students meet and study with minority faculty and community physicians who are addressing these issues in the greater Baltimore area. In addition, many minority students attending Johns Hopkins participate in community youth activities and visit high schools with large minority enrollments to provide role models encouraging disadvantaged youth to pursue professional careers in medicine.

Admissions. Minority students are considered on an equal basis with other candidates. There are no state residency requirements, and the Committee on Admission welcomes applications from minority students in all sections of the country. The B.A. degree or equivalent must be received prior to matriculation. All students are encouraged to complete studies of liberal arts or sciences consistent with their undergraduate major. Several assured admission/delayed matriculation options are available for college juniors and seniors in the Johns Hopkins Flexible Medical Admissions Program which may be of interest to minority students seeking to broaden their educational opportunities.

Selection factors include: proven academic competence in college courses; strong personal qualities; demonstrated leadership, creative abilities and humanistic concerns with evidence of community service, and supporting recommendations provided by premedical advisors or faculty members.

The Medical College Admission Test (MCAT) is not required. Applicants should submit scores of a single Scholastic Aptitude Test (SAT), Graduate Record Examination (GRE), or American College Test (ACT) completed previously in their education. MCAT scores may be substituted for this requirement by applicants who have never taken the above tests or by applicants who feel that their testing skills are best represented by the MCAT.

Academic Aid Programs. After matriculation, tutorial assistance is available to all students exhibiting difficulty as well as those who request help. This is individualized and structured in such a manner as to meet the particular needs or deficiency of the students.

All matriculants in the School of Medicine are assigned a student advisor as well as a faculty advisor upon admission to the School of Medicine. An immediate relationship is established with both advisors.

Summer Programs. There are no such programs at this time.

Student Financial Assistance. Minority and disadvantaged students are able to seek financial aid. Such aid is only given on a need basis. Scholarships are provided after the student has borrowed the unit loan, a figure set yearly which is the mandatory amount a student must borrow in the year before becoming eligible for scholarship monies. Given the unit loan, all of the students' financial need for a given year can then be made up in scholarship dollars. This is a process which is available to every student in financial need.

The application fee can be waived in the cases of financial need, if a letter from the Dean of Pre-med Advisor is sent to certify the applicants' inability to pay the fee.

University of Maryland School of Medicine

Address inquiries to
Dr. Robert L. Harrell, Jr.
Assistant Dean for Student Affairs
University of Maryland
School of Medicine
655 W. Baltimore St.
Baltimore, Maryland 21201
(301) 528-7689

Recruitment. The University of Maryland School of Medicine sponsors a number of undergraduate and high school programs which are designed to encourage, prepare and facilitate the entry of minority students into the field of medicine. These include, visits to undergraduate colleges and universities, seminars and workshops at the School of Medicine and summer programs. A major focus of our recruitment efforts is to provide information on admissions requirements, admissions process, undergraduate preparation for medicine and educational opportunities at the University of Maryland School of Medicine which includes the M.D./Ph.D. Program.

A special effort is made to provide relevant information to applicants, parents and spouses through visits to the School of Medicine (especially on the day of interview) and workshops on our campus. Seminars and workshops are also provided for premedical counselors.

In addition to faculty and administrators, medical students, and alumni are also actively involved in recruitment efforts.

Admissions. The University of Maryland School of Medicine participates in AMCAS (American Medical College Application Service). Minority students from all states are encouraged to apply. The admissions procedure for minority students are the same as those for all applicants. Among the selection factors emphasized by the Admis sions Committee are: Undergraduate GPA, MCAT scores, application essay and personal characteristics of the applicant. The interview, letters of recommendation and the applicant's life experiences help us to evaluate the subjective qualities.

Minority recruitment staff of the Office of Student Affairs work closely with the Admissions Office to facilitate the processing of applications from minority students.

Academic Aid Programs. Extensive retention services are provided for all students. Some of these are tutorials, academic monitoring, personal, academic, career, and financial counseling, interaction with faculty through the advisory system, and skills development workshops. Because of our emphasis on recruiting and graduating increased numbers of minority students, a number of retention activities are developed for minority medical students such as a Prematriculation Summer Program.

Our emphasis is on providing personalized services relative to the needs of each individual student.

Summer Programs. A Prematriculation Summer Program is offered to all minority students who are scheduled to matriculate at the University of Maryland School of Medicine.

Student Financial Assistance. A variety of university, state, and federally funded programs provide financial aid to needy students. In addition, some funds are specifically provided to aid minority students. Detailed information on programs and application procedures can be obtained by contacting the Student Financial Aid Office, 621 W. Lombard Street, Baltimore, Maryland 21201 or by calling (301) 528-7347.

Uniformed Services University of the Health Sciences
F. Edward Hébert School of Medicine

Address inquiries to
Peter J. Stavish
Director of Admissions/Registrar
Uniformed Services University of the Health Sciences
F. Edward Hébert School of Medicine
4301 Jones Bridge Road
Bethesda, Maryland 20814-4799
(301) 295-3101

Recruitment. The Uniformed Services University of the Health Sciences was founded to educate health care professionals for careers in the Uniformed Services of the Federal government. Being a national resource, the School of Medicine engages in comprehensive, country-wide selections. It regularly sends descriptive materials to all of the undergraduate colleges throughout the United States to make as many individuals as possible aware of its existence and purposes. Recipients of this literature include all college presidents, all librarians, and all chief premedical advisors. Officials of the School, both faculty and staff, also visit undergraduate colleges to meet with potential applicants and advisors. Schools having a predominantly minority enrollment are among the institutions visited. An affirmative action and equal opportunity employer, the School of Medicine works closely with professional organizations, private groups and Federal agencies whose objective is to promote equal advantages of minorities and underprivileged groups. Contact with minority premedical organiza tions and societies is desired, and arrangements can be made upon request to either have these groups visit the School or have representatives of the School meet with them on their campuses. The School seeks to identify and encourage applicants from groups which are underrepresented in medicine, *as defined by the Department of Defense.* These categories include U.S. citizens who are women, Black Americans, American Indians/Alaskan Natives, Asian or Pacific Islanders, Mexican Americans, other Hispanics, and Puerto Ricans. Students are selected through: ROTC, fraternities and sororities, Med-MAR, follow-up of minority applications, data maintenance, and follow-up of selected applicants extended offers.

Admissions. Members of the Committee on Admissions have attended workshops designed to sensitize them to special issues in the consideration of minority and disadvantaged candidates. There are no special procedures for consideration of minority candidates; however, the Committee on Admissions considers the disadvantages and obstacles candidates have faced when it assessed their achievements. While there is minority and female representation on the Committee on Admissions, these members have been appointed as part of their normal faculty duties, with no special requirement to act as spokespersons for any particular group of applicants.

Academic Aid Programs. At the present time, all remedial work is offered on an individual basis.

Summer Programs. Since the School of Medicine is in session for 48 weeks of the year, no special summer programs can be offered after matriculation.

Student Financial Assistance. There are no fees or tuition at the School of Medicine. Students are Reserve Commissioned Officers on active duty in pay grade 0-1 (second lieutenant in the Army or Air Force, ensign in the Navy, or junior assistant in the Public Health Service), and receive the full pay and allowances of that rank. This currently amounts to a salary of approximately $20,000 per year for a student with no prior military service and no dependents.

The program of the School of Medicine is specifically designed for individuals who are motivated for careers in the Medical Corps of the Armed Forces or the Public Health Service.

Graduates of the program will serve on active duty in one of the Uniformed Services for a minimum of seven years following completion of the doctor of medicine degree, with time spent in internship and residency programs not being creditable toward this obligation.

There are no fees for application to the School of Medicine, other than the normal AMCAS charges.

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	14	8/6	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	17	9/8	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	42	22/20	—	2	2/0	—	1	1/0	—	2	2/0	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	9	3/6	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	16	7/9	—	0	0/0	—	0	0/0	—	1	1/0	—
All Years	43	20/23	—	1	1/0	—	1	1/0	—	2	2/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	5	8	9
American Indian	1	0	1
Mexican American/Chicano	0	2	0
Mainland Puerto Rican	1	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	113	56/57	10.6	5	3/2	0	10	2/8	0	15	12/3	6.7
Accepted	16	10/6	12.5	1	0/1	0	0	0/0	0	0	0/0	0
Matriculated	10	7/3	20.0	1	0/1	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	11	8/3	20.0	1	0/1	0	0	0/0	0	1	1/0	0
All Years	46	34/12	25.0	1	0/1	0	2	2/0	0	1	1/0	0
1986-87												
Applied	216	93/123	11.6	8	3/5	12.5	23	13/10	0	21	14/7	14.3
Accepted	17	10/7	29.4	0	0/0	0	2	1/1	0	1	0/1	100.0
Matriculated	8	6/2	30.0	0	0/0	0	1	0/1	0	1	0/1	100.0
Enrolled												
First-Year	8	6/2	30.0	0	0/0	0	1	0/1	0	1	0/1	100.0
All Years	45	33/12	19.0	1	0/1	0	2	1/1	0	2	1/9	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	9	18	11
American Indian	1	0	0
Mexican American/Chicano	1	0	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	248	110/138	44.8	3	2/1	0	8	6/2	25.0	20	13/7	20.0
Accepted	30	14/16	70.0	0	0/0	0	0	0/0	0	1	1/0	0
Matriculated	17	7/10	82.4	0	0/0	0	0	0/0	0	1	1/0	0
Enrolled												
First-Year	23	8/15	82.4	0	0/0	0	0	0/0	0	1	1/0	0
All Years	43	22/21	76.0	0	0/0	0	1	1/0	100.0	2	1/1	100.0
1986-87 —												
Applied	281	126/155	32.0	2	2/0	0	10	7/3	10.0	11	7/4	18.2
Accepted	28	13/15	75.0	0	0/0	0	1	1/0	100.0	2	1/1	50.0
Matriculated	11	7/4	81.8	0	0/0	0	1	1/0	100.0	0	0/0	0
Enrolled												
First-Year	14	7/7	81.8	0	0/0	0	1	1/0	100.0	0	0/0	0
All Years	45	23/22	76.7	0	0/0	0	1	1/0	0	2	1/1	100.0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	8	4	4
American Indian	0	0	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	0	0	1

Boston University School of Medicine

Address inquiries to
Mrs. Phyllis J. Stevens
Director
Office of Minority Affairs
Boston University
School of Medicine
80 East Concord Street
Boston, Massachusetts 02118
(617) 247-6056

Recruitment. The Boston University School of Medicine (BUSM), is committed to the recruitment, admission and retention of minority students. The Office of Minority Affairs (OMA) recruits nationwide for applicants to B.U.S.M. Our recruitment program involves visiting undergraduate schools to speak to individuals and groups, as well as summer premedical programs to interview prospective applicants. As a result of our recruitment efforts, BUSM has maintained a 12-15% enrollment of minority students.

Admissions. We have no special Admissions Committee for minority students. The Office of Minority Affairs participates actively in the processing and screening of applications from minority students. The Assistant Dean is an active member of the Admissions Committee, participating in the medical school interviews and the selection process. Candidates for admission to B.U.S.M. should apply to the American Medical Application Service (AMCAS), 1776 Massachusetts Ave. NW, Washington, D.C. 20036.

Academic Aid. All students receive group or individual tutorial assistance as the need arises. Academic counseling is offered by the OMA staff and the Assistant Dean. In addition, each first-year student is assigned a faculty advisor. Various seminars are conducted by OMA in assisting students to: 1) develop their clinical acumen and interperson relationships, 2) be exposed to faculty role models, and 3) select appropriate house officer training programs.

Summer Programs. Prior to entering medical school, minority students accepted by B.U.S.M. are invited to participate in a summer program. The Pre-entrance Program is a six-week academic enrichment program for minority students accepted by B.U.S.M. While participation is voluntary, the OMA strongly encourages the incoming minority students to enroll in this summer program. Instruction is given by first-year medical school faculty in gross anatomy, histology, and biochemistry. There is also an intensive integrated instruction in study skills and testing. The program is designed to facilitate the transition from college to medical school.

Student Financial Assistance. Application fees are waived upon request when proof of need is submitted. The Office of Student Financial Management actively works with students in identifying sources of direct grants, loans and service commitment programs.

Harvard Medical School

Address inquiries to
Dr. Alvin F. Poussaint
Associate Dean of Student Affairs
Jamila Kenea
Associate Director
Office of Recruitment and Retention
Harvard Medical School
25 Shattuck Street
Boston, Massachusetts 02115
(617) 732-1572

Recruitment. Harvard has a number of programs that are geared toward increasing the number of minorities in the health fields. The Harvard Medical School employs a full-time administrator who coordinates the recruitment of minority group students through a summer mailing to students registered on the Med-MAR list published by the AAMC. Regional recruitment trips to college campuses are conducted by minority medical students in the spring. Prospective applicants are invited to visit the Medical School, browse through Countway Medical Library, have lunch at Vanderbilt Hall, and talk with medical students and administrators anytime they are in the Boston area.

Admissions. Although minority group students are admitted through the regular admissions process, the subcommittee which screens and evaluates these applicants is represented by both faculty and students from different minority groups. The factors which we emphasize in the selection of applicants are academic strength, community commitment and leadership ability.

Academic Aid Programs. Among the academic supportive services provided are: tutorials for basic science courses; academic and personal counseling; and review materials and sessions for the National Boards. There are no special academic programs or tracks for minority students. All Harvard students go through the regular program.

Summer Programs. The Office of Recruitment and Retention sponsors an eight week Pre-Matriculation Summer Program for eight to ten minority and/or economically disadvantaged students admitted to Harvard's Medical and Dental Schools. The Summer Program has been designed to enhance the academic preparation of the participants as well as provide exposure to research and academic careers. Financial assistance (awarded according to need) is available to defray the cost of tuition, room and board, books, fees and one-way transportation to Boston. Participants also receive a stipend for personal expenses.

Harvard also has a summer program for individuals preparing for health careers. The Health Professions Program (H.P.P.) of the Harvard Summer School is a preparatory pre-professional training and enrichment program for individuals who are members of ethnic minority groups or come from economically disadvantaged backgrounds. The objective of the H.P.P. is to provide each student with an individualized program of academic study, pre-professional exposure and skills enrichment. This is accomplished through activities including course and laboratory work, clinical exposure, personal counseling, career advising, exposure to medical professionals and educators designed to meet the academic needs of each student accepted into the program.

Individuals from the aforementioned groups who are interested in: medicine, dentistry, osteopathy, optometry, public health (doctoral level) and veterinary medicine are invited to apply. For more nformation con tact: Health Professions Program, Harvard University, 20 Garden Street, Cambridge, MA 02138 or call (617) 495-2954.

Student Financial Assistance. Harvard honors requests for application fee waivers, but stipulates that a letter from the financial aid office of the undergraduate or graduate institution be sent to the Office of Admissions affirming the student's financial situation. A copy of an approved AMCAS fee waiver will also be accepted.

Harvard Medical School uses a needs analysis system (GAPSFAS) to determine student's eligibility for financial aid. Since all Harvard financial aid is awarded according to need, the student's economic situation rather than his/her minority status governs the financial aid award. Harvard has no special funds earmarked for minority students.

University of Massachusetts Medical School

Address inquiries to
Assistant Dean of Students
University of Massachusetts
Medical School
55 Lake Avenue, North
Worcester, Massachusetts 01605
(617) 856-2444

Recruitment. Minority group students who are legal residents of Massachusetts are invited to submit an application to the University of Massachusetts Medical School. Selected applicants are invited to the School for interviews with members of the Committee on Admissions. Enrolled students conduct tours and answer questions for applicants.

Premedical advisors from many schools in the New England area are invited to the School for a program about the School and its admissions policy, including information for potential minority group applicants. Faculty members also visit colleges in the area to talk with premedical students and their advisors. Premedical students are always welcome to visit the Medical School and opportunities to talk with our minority medical students can be arranged with advance notice.

Admissions. A single Committee on Admissions reviews all applications and selects the class, including minority students.

Academic Aid Programs. Tutorial assistance is available to all students having academic difficulty during the basic science years. Other support services are provided by the Counseling Center.

Summer Programs. A summer Enrichment Program (SEP) is available for college students at the sophomore level and above. A group of students is selected to come to the University of Massachusetts Medical School to participate in a 4 week academic program. The objectives of the program are: to recruit minority/economically disad vantaged pre-meds to UMASS, to motivate students to actively pursue a medical career, to familiarize students with the medical school environment and admissions process, to strengthen study skills and performance on the MCAT examination. Students are provided with a reasonable stipend and free housing at a nearby college campus facility.

Minority students who have been accepted early enough in the admissions process are able to, as do many non-minority students, do research in faculty laboratories the summer before matriculation. While in such placements, students earn a salary, gain experience, and may, if they choose, take advantage of academic skills seminars and other services available during the summer.

The University also sponsors a High School Health Careers Program. It brings sophomore and junior students from throughout the state to a five-week on-campus academic program. Students receive instruction in biology, chemistry, mathematics, reading, writing, public speaking, and study and career skills.

Student Financial Assistance. The school honors requests for application fee waivers in cases where AMCAS has granted a waiver. All students may apply to the Massachusetts Board of Higher Education for scholarship grants. Each year, the Medical School receives a variable sum of money from the state to be awarded as scholarship grants. Various loans are also available. This money, along with restricted money from all other sources, is awarded solely on the basis of the comparative financial need of all students seeking aid. In addition, students who are "exceptionally financially needy" according to government guidelines have this status taken into account as their ratio of loans to scholarships is determined.

Other Pertinent Information. All minority persons seeking admission to the Medical School who are legal residents of the Commonwealth of Massachusetts are strongly urged to apply for admission. It may be of special interest that while the School offers a medical curriculum which is designed to prepare students for any career within medicine, the University of Massachusetts Medical School has a special commitment to the primary care specialties, including family practice, internal medicine, and pediatrics.

The Massachusetts Legislature has required the University Board of Trustees to enter into a learning contract with each student accepted for admission who wishes to do so. The learning contract makes available a loan for up to two-thirds of the total cost of tuition. Under the learning contract, each student agrees to provide either service in the Commonwealth of Massachusetts or to repay a stipulated amount of money per year of study.

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	163	95/68	—	13	7/6	—	46	32/14	—	15	9/6	—
Accepted	8	5/3	—	1	1/0	—	2	1/1	—	1	1/0	—
Matriculated	3	2/1	—	1	1/0	—	1	0/1	—	1	1/0	—
Enrolled												
First-Year	4	3/1	—	1	1/0	—	1	1/0	—	1	1/0	—
All Years	17	13/4	—	1	1/0	—	4	3/1	—	3	1/2	—
1986-87												
Applied	105	59/46	—	6	6/0	—	28	16/12	—	9	7/2	—
Accepted	9	7/2	—	0	0/0	—	4	2/2	—	2	1/1	—
Matriculated	7	6/1	—	0	0/0	—	1	0/1	—	2	1/1	—
Enrolled												
First-Year	7	6/1	—	0	0/0	—	1	0/1	—	2	1/1	—
All Years	17	13/4	—	1	1/0	—	4	3/1	—	3	1/2	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	0	4	3
American Indian	0	0	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	1	0

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	9	3/6	—	0	0/0	—	4	3/1	—	4	3/1	—
Enrolled												
First-Year	15	8/7	—	0	0/0	—	5	4/1	—	5	3/2	—
All Years	40	20/20	—	1	1/0	—	16	12/4	—	11	6/5	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	10	6/4	—	1	0/1	—	4	3/1	—	2	1/1	—
Enrolled												
First-Year	12	8/4	—	1	0/1	—	4	3/1	—	2	1/1	—
All Years	45	21/24	—	2	1/1	—	19	14/5	—	11	6/5	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	5	11	8
American Indian	1	0	1
Mexican American/Chicano	0	3	8
Mainland Puerto Rican	2	0	4

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	152	—	—	7	—	—	62	—	—	30	—	—
Accepted	26	16/9	0	3	2/1	0	8	4/4	0	6	4/2	0
Matriculated	17	10/7	0	3	2/1	0	8	4/4	0	3	1/2	0
Enrolled												
First-Year	17	10/7	0	2	1/1	0	6	4/2	0	3	1/2	0
All Years	66	39/27	3	3	1/2	0	30	19/11	0	15	7/8	0
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	
Accepted	24	16/8	0	1	1/0	0	10	8/2	0	6	4/2	0
Matriculated	15	9/6	0	1	1/0	0	6	4/2	0	1	1/0	0
Enrolled												
First-Year	15	9/6	0	1	1/0	0	6	4/2	0	1	1/0	0
All Years	70	41/29	2.3	4	2/2	0	32	20/12	0	14	7/7	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	11	15	16
American Indian	0	1	0
Mexican American/Chicano	6	9	14
Mainland Puerto Rican	2	2	4

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	20	12/18	100	0	0/0	0	1	0/1	100	4	0/4	100
Accepted	10	4/6	100	0	0/0	0	1	0/1	100	2	0/2	100
Matriculated	7	4/3	100	0	0/0	0	2	0/2	100	1	0/1	100
Enrolled												
First-Year	7	4/3	100	0	0/0	0	2	0/2	100	1	0/1	100
All Years	16	10/6	100	0	0/0	0	3	0/3	100	6	3/3	100
1986-87												
Applied	18	9/9	100	0	0/0	0	1	1/0	100	3	2/1	100
Accepted	4	1/3	100	0	0/0	0	1	1/0	100	1	1/0	100
Matriculated	3	1/2	100	0	0/0	0	0	0/0	0	1	1/0	100
Enrolled												
First-Year	7	3/4	100	0	0/0	0	2	0/2	100	1	1/0	100
All Years	17	9/8	100	0	0/0	0	3	0/3	100	7	4/3	100

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	1	5	3
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	1	0	3

Tufts University
School of Medicine

Address inquiries to
Dr. James R. Morehead
Coordinator for Minority Affairs
Tufts University
School of Medicine
136 Harrison Avenue
Boston, Massachusetts 02111
(617) 956-6776

Recruitment. Recruitment is primarily aimed at the undergraduate level with concentration of efforts in the "local" (Boston, New England, and New York) areas. In addition, recruitment is also directed toward colleges in the southern, southwestern, and western areas. Most contacts are made by both faculty and students through premedical organizations on individual campuses, as well as through national or regional student meetings and career day programs.

Admissions. Minority student applications are evaluated by members of the Admissions Committee, which includes several minority faculty persons and minority students. Emphasis is directed toward an evaluation of the total person, including socioeconomic background and academic accomplishments.

Academic Aid Program: Throughout the academic program, tutorial aid in the form of individualized or group instruction by faculty, graduate students, and upperclassmen is provided to minority students who request such aid.

Summer Programs. The Prematriculation Summer Program is a comprehensive introduction to the courses which are encountered in the first semester of Medical School. Courses include: Biochemistry; Histology; Cell Biology; Immunology; Molecular Biology and Pharmacology. They are taught by faculty members who are closely involved with the teaching of these general medical school courses. In addition, the afternoons are generally devoted to elective time in which a student may choose to participate in seminars, run by upperclass students, on such issues as medical economics and ethics. An introduction to the new Problem Based (Cases) Teaching Program of the medical school curriculum is also included.

We also provide a comprehensive course in reading and comprehension of medical literature, test taking techniques and time management.

Student Financial Assistance. The application fee may be waived upon receipt of documentation from AMCAS certifying that payment of the fee would constitute financial burden. In certain cases, regional interviews may be scheduled.

Michigan State University
College of Human Medicine

Address inquiries to
Dr. Carrie B. Jackson
Director of Student Affairs
A234 Life Sciences
College of Human Medicine
Michigan State University
East Lansing, Michigan 48824-1317
(517) 353-7140

Recruitment. The College of Human Medicine has demonstrated a strong commitment to the recruitment and retention of applicants from populations currently underrepresented in today's medical profession. The following recruitment efforts are made to support this commitment. Visits are made to high schools, colleges, and universities in Michigan and the surrounding area. Workshops on preparing and applying for medical school are held for college students. Special contacts are made with premedical college advisors. Visits are made to minority premedical summer opportunity programs. Faculty participate in local, state, and national conferences to discuss our efforts to attract and retain minority students. Emphasis is placed on early discussion of potential careers in medicine.

Admissions. In keeping with the above mentioned goals, the Committee on Admissions seeks to admit a class that is not only academically competent but also representative of a wide spectrum of personalities, backgrounds, talents and motivations. The College does not have a separate review system for minority applicants but strongly encourages applications from students who have the desire and the aptitude to become physicians but have experienced unequal educational opportunities for social, cultural, or racial reasons. Minority and other nontraditional applicants have been very competitive, and the College has shown steadily increasing enrollment. In the past four years, the College of Human Medicine has had minority (Black, Spanish-speaking and Native American) enrollment of 17% of the entering class.

The requirements for admission are the MCAT, two years of college and the specific course requirements which are outlined in the AAMC Medical School Admission Requirements book. Academic major is not a critical factor for admission; a solid background in the arts, humanities, or social sciences will be as much value to the future doctor as strong preparations in the biosciences. Completion of a four-year undergraduate program is not required although the majority of all accepted students have a baccalaureate degree.

For information on Admissions contact: Ms. Tricia Butch, Director of Admissions, Office of Admissions, College of Human Medicine, A239 Life Sciences Building, East Lansing, MI 48823.

Academic Aid Programs. The Office of Student Affairs offers several support programs and numerous resources for all students. All students receive academic advising to assists them in planning and scheduling the curriculum. Students are also assigned career mentors. The Office of Student Affairs provides free tutors for all required courses. A Learning and Study Skills Consultant offers assistance to any student who desires improving his/her reading, writing, test-taking and/or study skills.

In addition, the curriculum is divided into three phases. Phase I provides an introductory overview of medicine. Phase II emphasizes the basic biological and behavioral sciences as well as the development of problem solving skills. Phase III includes the clinical training. There is an alternative curriculum which provides an opportunity for students to decelerate or accelerate their progress in Phase II. Students are encouraged (with the help of the advisor) to develop a realistic curriculum schedule which takes into consideration their own learning style and educational experiences as well as the course demands of the College.

Summer Programs. The College of Human Medicine at Michigan State University sponsors two summer programs through a grant from the Health Careers Opportunity Program.

SEEK Program. The Science Education Enrichment and Knowledge (SEEK) Program offers an intensive eight week program of study designed to enhance the preparation of students from minority and economically disadvantaged backgrounds for admission to medical school. Participants receive formal instruction in biology, chemistry, physics, and problem-solving as well as individualized consultation in reading and learning skills development. Workshops and seminars on topics such as test-taking skills, study skills, time management, and stress management are also offered.

A student seeking admission to the SEEK Program must: 1) be a U.S. Citizen or national of the United States; 2) be from a minority or economically disadvantaged background; 3) have completed at least the sophomore year of college; 4) have taken at least six semester hours or nine term credits each of chemistry and biology, including labs; 5) have an interest in health-related careers; and 6) be recommended by someone who is familiar with the applicant's academic work (preferably a pre-health professions advisor).

Expenses related to room and board, and travel to and from the Program site are defrayed by the Program for all participants who are eligible for financial support. Applications must be obtained from: Wanda Lipscomb, Ph.D., Director of Prematriculation Programs, Michigan State University, College of Human Medicine, A-239 Life Science Building, East Lansing, Michigan 48824-1317.

SOAR Program. The Summer Orientation and Retention (SOAR) Program is a five week program designed to provide a "headstart" for newly admitted minority and disadvantaged medical students the summer prior to their enrollment. The SOAR Program consists of four components: basic science review, skills assessment and development, clinical exposure and enrichment, personal and academic counseling. Instructional activities include lectures, laboratories, seminars, small group sessions, field trips, and individualized conferences.

Expenses related to room and board, and travel to and from program site are defrayed by the program for all participants who are eligible for financial support. Inquiries related to the SOAR Program should be addressed to: Wanda Lipscomb, Ph.D., Director of Prematriculation Programs, Michigan State University, College of Human Medicine, A-239 Life Science Building, East Lansing, Michigan 48824-1317.

Post Baccalaureate Program. *Advanced Baccalaureate Learning Experience (ABLE) Program.* The ABLE Program is a three quarter academic year post-baccalaureate experience which is designed to improve the qualifications of students from underrepresented minority and other disadvantaged groups in order to facilitate their entry into medical school. The Program is designed to accommodate a maximum of ten (10) students. ABLE participants enroll as second baccalaureate degree students in the College of Natural Science, which makes them eligible for campus housing, student privileges and financial aid, provided they meet the required guidelines.

Admission to the ABLE Program is offered by the College of Human Medicine Committee on Admissions to certain individuals who apply to the College in the usual manner, i.e., through the American Medical College Application Service (AMCAS), work their way through the Admissions process to the Committee level, and are placed in the "Hold" category by the Committee. A special letter and brief follow-up application are sent to each ABLE candidate.

Students enroll in selected medical school basic science courses (maximum of two per quarter) which are offered by the College of Human Medicine (CHM). Passing medical school courses during this post baccalaureate year will allow ABLE students who are ultimately admitted to CHM an opportunity to waive a portion of their medical school courses once they begin medical school They also enroll in higher level undergraduate science courses offered by the College of Natural Science.

The ABLE program guarantees admission to the College of Human Medicine for those students who successfully complete the program. Criteria for successful completion are established and defined on an individual basis at the time of acceptance into the program.

For application information on the SEEK Program and for information on the SOAR AND ABLE Programs please address all requests to: Dr. Wanda D. Lipscomb, Director of Prematriculation Programs, College of Human Medicine, A-254 Life Sciences Building, Michigan State University, East Lansing, MI 48824-1317 (517) 353-5440.

Student Financial Assistance. The Michigan State University Office of Financial Aid has a staff of health professions advisors to counsel medical students and assist them in financial planning. There are some scholar ship and grants available to minority students. The Michigan State University

Urban Affairs Programs awards an Equal Opportunity Program Fellowship for four years of medical education. All scholarships and grants awarded at Michigan State University are made on the basis of demonstrated financial need. Workshops are conducted during prematriculation to encourage students to begin financial planning for their medical school education early. If financial problems are anticipated, students are urged to speak with a health professions counselor at the Office of Financial Aid or with the Director of Student Affairs.

The University of Michigan Medical School

Address inquiries to
Margaret C. Woodbury, M.D.
Assistant Dean for Student Affairs & Minority Affairs (OSAMA)
The University of Michigan Medical School
2703 Furstenberg 0611
Ann Arbor, Michigan 48109-0010
(313) 764-8185

Recruitment. The School of Medicine has reaffirmed its long-standing commitment to recruit, retain, and graduate members of those minority groups which have been historically underrepresented in medicine. There are programs from junior high school on, coordinated through OSAMA (see Summer Programs).

The University has a seven-year premedical/medical integrated program (Inteflex) leading to baccalaureate and M.D. degrees, which actively recruits academically talented high school students. The School also has dual M.D./Ph.D. programs, either through the Medical Scientist Training Program or individually arranged. Previous MARC participants are especially encouraged to apply.

Minority students in the College of Literature, Science, and the Arts at the University and other regional schools are encouraged to develop early linkages with OSAMA and minority medical students for pre-application counseling and support. OSAMA staff, minority faculty members, house officers, medical students, and alumni visit selected health professions summer programs, regional and national meetings, college career days, etc. to recruit. Minority students who achieve competitive scores on the Medical College Admissions Test, as reported in the Medical Minority Applicant Registry, are sent letters which include extensive information about the Medical School, inviting them to apply. Medical students from the recruitment committees of the Black Medical Association (BMA) and the Latin American/Native American Medical Association (LANAMA) host interviewees, conduct School tours for them, and respond to requests for information from applicants.

Admissions. All students are considered on the basis of individual qualifications. Cognitive and non-cognitive variables are given careful consideration. Attributes evaluated include motivation, competence, character, and personal fitness for the study of medicine. The academic record and the Medical College Admission Test furnish an estimate of intellectual competence. The Admissions Committee is a diverse group which includes medical students and members of the basic science and clinical faculties. Women and members of minority groups are represented on the Committee. As a state-assisted institution, The University of Michigan Medical School has a primary responsibility to train future physicians of this state. However, a significant proportion of our enrollment is open to non-residents.

In recent years, more than 90% of the successful applicants to the University of Michigan Medical School have obtained a Bachelor's Degree prior to matriculation. Foreign applicants must have permanent resident visas in the United States, and must have completed at least one year of pre-medical education at an accredited college in North America (two years preferred).

If a student has been previously enrolled in a medical school in a program leading to the M.D. Degree, he/she must be in good standing and eligible for re-entry to that school in order to be considered for admission here.

The School participates in the American medical College Application Service (AMCAS). Our deadline for the application to be received by AMCAS is November 15th. As we are on a "rolling admissions" system, early application is encouraged.

Academic Aid Programs. Study skills program, academic counseling, and tutorial assistance are available in each of the courses for all matriculated students. Assistance is available on an individual and/or group basis. From time to time, students who are having academic difficulty in the Medical School are permitted to proceed on a reduced schedule of courses. The understanding in these cases is that the student will complete the requirements of the first two years of Medical School in three years. Occasionally, summer remediation of a single course may permit the timely advancement through the Basic Science Phase in two years.

Summer Programs. The State of Michigan has funded, through the Martin Luther King/

Cesar Chavez/Rosa Parks Program, a brief residential career exploration project for instate junior high school students. The Medical School is an active participant in this program, and is prepared to maintain counseling and motivational contacts with participants as they proceed in their educational pursuits.

The Medical School also participates in the Minority High School Student Summer Research Apprenticeship Program, sponsored by the Division of Research Resources of the National Institutes of Health. The Medical School has provided additional funding to permit hosting an increased number of local minority high school students for an eight-week program, for which they receive a stipend, and in which they work with a member of the basic science faculty involved in an ongoing research investigation. Counseling support services are offered.

A few undergraduate students are accommodated in the medical School's Medical Student Summer Research Program. Minority applicants to the Medical School who have been accepted are particularly encouraged to apply for this program.

Through the Medical School's Health Careers Opportunity Program, AIMED, entering minority and/or disadvantaged students are invited to participate in a four-week pre-matriculation program. This program is designed to facilitate the academic transition to medical school; to provide a background in study and test-taking skills to enhance performance in medical school; to provide counseling and orientation with faculty, staff and advanced students; to provide an opportunity to finalize living arrangements and become familiar with the campus and community before regular classes begin.

Post-Baccalaureate Program. The Post-Baccalaureate Program is a two-semester curriculum designed to improve the qualifications of students who are motivated to become physicians but who are disadvantaged by background and prior inadequate educational opportunity and achievement. Submitting an AMCAS application to The University of Michigan Medical School before the application deadline for a given year constitutes application to the Post-Baccalaureate Program (AIMED) for qualifying individuals.

Students selected for this program receive an intensive academic tutoring, study skills and reading program, personal counseling and specific science courses in the University's College of Literature, Science and the Arts, all designed to strengthen the students' academic and non-academic preparation for medical school. Participants must re-apply for admission to the school(s) of their choice.

Student Financial Assistance. Financial aid at The University of Michigan Medical School is provided solely on the basis of need. The Medical School has, in addition to the usual federal and national programs available to all medical students, an Opportunity Award Program funded by the Regents of the University which provides a limited number of tuition scholarships, and supplemental grants to economically disadvantaged students who encounter unexpected expenses.

OAP also permits the Admissions Committee to sponsor the application fee of a number of economically disadvantaged students. We are unable to finance trips for interviews.

Other Pertinent Information. The Medical School has a very effective counseling program which is available to all students. Our various programs account for a high rate of minority student retention and graduate medical placement.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	299	139/160	5.7	12	6/6	8.3	93	59/34	1.1	51	31/20	3.9
Accepted	19	6/13	5.3	3	1/2	0	13	8/5	7.7	3	2/1	0
Matriculated	2	0/2	0	0	0/0	0	4	3/1	0	1	0/1	0
Enrolled												
First-Year	3	0/3	0	0	0/0	0	6	5/1	0	2	0/2	0
All Years	26	13/13	5.9	4	3/1	0	9	6/3	0	14	6/8	0
1986-87												
Applied	254	103/151	3.9	8	2/6	0	78	43/35	1.3	49	31/18	6.1
Accepted	11	3/8	18.2	0	0/0	0	7	5/2	14.3	2	2/0	0
Matriculated	4	1/3	33.3	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	4	1/3	25.0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	24	10/14	0	3	2/1	0	10	5/5	0	10	5/5	0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	4	6	9
American Indian	0	0	3
Mexican American/Chicano	1	1	0
Mainland Puerto Rican	3	2	5

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	243	110/133	28.4	11	7/4	18.2	91	60/31	7.7	17	7/10	17.6
Accepted	21	8/13	66.7	0	0/0	0	9	4/5	11.1	3	2/1	33.3
Matriculated	11	3/8	72.7	0	0/0	0	2	1/1	—	1	1/0	100.0
Enrolled												
First-Year	12	4/8	—	1	1/0	—	3	1/2	—	1	1/0	100.0
All Years	55	24/31	—	6	5/1	—	12	7/5	—	7	2/5	—
1986-87												
Applied	212	99/113	35.5	11	5/6	33.0	69	45/24	11.6	13	8/5	15.4
Accepted	16	7/9	81.3	3	1/2	0	4	3/1	25.0	3	1/2	33.3
Matriculated	11	6/5	72.7	1	0/1	0	2	1/1	0	1	0/1	0
Enrolled												
First-Year	12	7/5	—	1	0/1	0	2	1/1	0	1	0/1	0
All Years	61	27/34	—	4	—	—	12	7/5	—	8	2/6	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	6	15	10
American Indian	2	3	0
Mexican American/Chicano	2	2	3
Mainland Puerto Rican	1	1	4

Wayne State University
School of Medicine

Address inquiries to
Dr. Jane R. Thomas
Minority Affairs Officer
Wayne State University
School of Medicine
1269 Scott Hall
540 East Canfield
Detroit, Michigan 48201
(313) 577-1560

Recruitment. The Office of Recruitment at Wayne State University School of Medicine plans, directs and implements the medical school's minority recruitment activities. The primary purpose of the Recruitment Outreach Program is to provide an access system for students to the medical school and to aid prospective minority students in their efforts to become stronger candidaes for admission to medical school. The intent of the outreach program is to increase the pool of minority applicants by strengthening the students' academic and personal background. It is the policy of the Office of Recruitment to establish communications and involvements with prospective minority applicants early in the admissions process. Selected Med-MAR registrants as well as Wayne State University and Detroit area college students are invited to participate in the program.

The School of Medicine Recruitment Office has a Premedical Career Counseling staff which provids academic and developmental counseling to students. The staff counselors work in the field serving target populations. The target populations are students in: 1) the Detroit Public Schools; 2) two and four year colleges, other than Wayne State University; and 3) undergraduate students enrolled in Wayne State University's premedical program.

Admissions. All students are admitted through the school's Admissions Committee. Membership on the Admissions Committee includes minority and female faculty members as well as students. Factors such as a broad educational background, competitive performance in the basic sciences and on the MCAT, related experiences in the biomedical field and personal characteristics are considered by the Admissions Committee.

Academic Aid Programs. Tutoring, academic and personal counseling are available on an individual group basis to all medical students through the Office of Student Affairs. Faculty and advanced level students serve as tutors.

Summer Program. Entering minority students are invited to participate in a summer program designed to facilitate the transition to medical school. The students are familiarized with the school and are introduced to the organ systems curriculum. Concepts in biochemistry, anatomy, histology, physiology and embryology are presented. The students' regular course work begins in the fall. Students are given an opportunity to work on those study skill pertinent to medical school. Counseling and directional work are provided to reinforce confidence. In addition, students are given the opportunity to meet faculty and advanced students.

Post-Baccalaureate Program. The Post-Baccalaureate Program assists students whose prior academic performances have been compromised by economic and educational disadvantages. The program offers a year of structured and intensive preparation for medical school. *The submission of an application for admission to Wayne State University School of Medicine is one of the prerequisites to candidacy for the school's Post-Baccalaureate Program.* Fourteen students participate in the Post-Baccalaureate Program each year. Successful completion of the Program assures admission to Wayne State University's medical school. The program strengthens the student's academic and non-academic preparation for medical school. The program is divided into three semesters and a summer program. During the fall and winter semesters the students take specific science courses in the University's College of Liberal Arts. Course election is based on individual needs. Specially designed study skills and reading programs are provided. Students also receive personal counseling. The spring term classes are held at the medical school. Medical school faculty present anatomy, histology, biochemistry and physiology course material. The intent of this term's work is to facilitate the development of discipline and the necessary mechanisms to handle the volume of work in medical school. During the summer the students participate in the

the Entering Freshman Summer Program described above.

Student Financial Assistance. All students admitted to Wayne State University's medical school who apply for financial aid are awarded assistance based on need and the availability of funds.

Mayo Medical School

Address inquiries to
Ms. Leslie A. Litwiller
Administrative Assistant
Mayo Medical School
200 First Street, S.W.
Rochester, Minnesota 55905
(507) 284-2979

Recruitment. Mayo Medical School encourages minority students in high school and college, to become interested in medicine, and welcomes their applications at the appropriate time in their college education.

Faculty, students, and administrators establish contact with high schools and colleges in Minnesota, inform them of our interest in recruiting minority students, and visit minority premedical groups in Minnesota colleges and, occasionally, in out-of-state colleges. We have had minority college students enrolled as student trainees in Mayo laboratories during summer and interim periods. Most recently students have been from University of Minnesota, Duluth; Carleton College, Northfield; Macalester College, St. Paul; Mankato State University, Mankato; Princeton University, Princeton, New Jersey; Northwestern University, Evanston, Illinois; Capital University, Columbus, Ohio, and Creighton University, Omaha, Nebraska.

Admissions. Entering classes at Mayo Medical School number about 40 students, of whom up to 20 are from outside Minnesota. For these positions, we receive 200–250 applications from Minnesotans, and more than 1000 from students from other states.

A subcommittee of the Admissions Committee of Mayo Medical School reviews the applications of minority students before action by the full Committee. They look at factors such as Science GPA, MCAT scores, the competitiveness of the undergraduate school, and the personal statement. The full Admissions Committee is composed of 13 physicians or research investigators, 2 student members, 1 public member and 1 administrator.

Five percent of the enrollment is from minority groups underrepresented in medicine. Our last entering class, 1987, included one American Indian and one Black American. Some of the minority students enrolled have previously participated in student traineeships during the summers.

Academic Aid Programs. Mayo Medical School does not have a formal program either for preadmission academic reinforcement or for subsequent academic difficulty. However, since the school is small, a close personal relationship is maintained with all students, and any student in academic difficulty is offered help as soon as the need is manifest. We are prepared to offer whatever academic support is needed, including tutoring and repetition of a particular course or of an entire academic year.

Student Financial Assistance. Out-of-state minority applicants asked to come for interviews may be reimbursed for the expense.

Students are appointed to Mayo Medical School without regard to their financial circumstances. Financial aid counseling is available to applicants and required for accepted students. Financing of medical education is primarily the responsibility of the student and his/her family. Mayo has loan funds available to supplement Federally sponsored loan and grant programs. A limited number of Mayo sponsored grants are available to the most needy students.

Other Pertinent Information. There is an active branch of the Student National Medical Association on campus. Mayo Medical School occasionally hosts regional meetings and sponsors delegates to meetings held elsewhere.

The minority population of Minnesota is mostly concentrated in the Twin Cities of Minneapolis and St. Paul. However, Rochester's minority population, numerically small, play a significant role in community activities. The presence in Rochester of medical students of different racial and cultural backgrounds further enriches the community.

University of Minnesota, Duluth School of Medicine

Address inquiries to
Ruth Myers, Co-Director
Community Program Specialist
American Indian Programs
University of Minnesota, Duluth
School of Medicine
Duluth, Minnesota 55812
(218) 726-7235/726-8878

Recruitment. Field visits to colleges, universities, and high schools in Minnesota are a real part of our recruitment efforts. Recruitment also takes place at workshops, powwows, on reservations, and at community events. This is done basically by the staff of the American Indian programs. Rarely would we expect non-Indians to recruit American Indians. Also, brochures and pamphlets explaining the programs are sent across the country by the American Indian recruiting office.

Admissions. The admissions process is the same as for the non-minority student. All students must meet certain premed requirements. Students favoring rural family practice in Minnesota, who have good MCAT scores, and are residents of Minnesota and certain portions of Northern Wisconsin are ideal for gaining admissions to this Medical School. AMCAS forwards all applications to the school, the students are required to submit 3 letters of reference, and those making it through the acceptance pool are called in to be interviewed by 2 of the admissions committee members. During the screening processes, minority applicants are not required to be dropped from the pool based upon established MCAT and GPA criteria. The deadline for application is November 15th. The Admissions Committee consists of 9 members, one of whom represents the summer programs for American Indians. Currently, a minority member from the community also serves as a full committee member.

Academic Aid Programs. There are currently 7 courses offered at the undergraduate level in the supportive services program, included are reading skills, writing skills, math skills, study skills, and science skills.

The seven courses in supportive services are funded by special undergraduate retention dollars for minority and disadvantaged students.

Tutors, photocopying, and word processing are available for disadvantaged medical students.

Summer Programs. At present, the American Indian Programs of the Medical School offer three summer programs which are 5–8 weeks in length, with the primary emphasis on increasing the numbers of American Indian students in the Health Care Delivery fields. One program is strictly for high school students and the other 2 are for either high school or college students. The majority of American Indian students who have been accepted into Medical School at UMD have participated in the summer program. The summer school program students are taught mini Medical School courses, such as anatomy, physiology, pathology, histology and gross anatomy. Some of the high school students are exposed to Medical research on a one-to-one basis with a Medical School faculty member in his/her laboratory. Financial Aid is provided by the programs for the educational cost and each program offers students a stipend to cover living expenses. The contact person for the programs is Ruth Myers.

Financial Assistance. There is none currently available other than the Federal Student Financial Aid Programs.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	217	103/114	27.8	15	9/6	6.7	74	48/26	6.8	19	13/6	10.5
Accepted	35	16/19	28.6	8	5/3	0	24	15/9	4.2	5	4/1	20.0
Matriculated	16	6/10	37.5	3	2/1	0	8	7/1	0	2	1/1	50.0
Enrolled												
First-Year	20	8/12	43.8	4	2/2	0	9	8/1	0	2	1/1	50.0
All Years	77	39/38	56.1	9	7/2	75.0	25	21/4	57.1	5	4/1	0
1986-87												
Applied	251	118/133	24.0	12	7/5	16.7	86	55/31	8.1	13	11/2	15.4
Accepted	42	19/23	37.1	2	0/2	0	16	11/5	18.8	2	2/0	0
Matriculated	20	9/11	60.0	1	0/1	0	7	4/3	42.9	1	1/0	0
Enrolled												
First-Year	27	11/16	57.1	4	1/3	0	10	6/4	42.9	1	1/0	0
All Years	76	38/38	51.4	7	4/3	75.0	25	18/7	33.3	6	5/1	25.0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	16	25	15
American Indian	1	2	1
Mexican American/Chicano	7	—	6
Mainland Puerto Rican	1	0	2

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	20	11/9	—	1	1/0	—	1	1/0	—	1	1/0	—
Enrolled												
First-Year	23	13/10	—	1	1/0	—	1	1/0	—	1	1/0	—
All Years	78	38/40	—	4	3/1	—	6	4/2	—	3	2/1	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	25	16/9	—	1	1/0	—	1	1/0	—	0	0/0	—
Enrolled												
First-Year	31	18/13	—	1	1/0	—	1	1/0	—	1	0/1	—
All Years	85	44/41	—	5	4/1	—	4	1/3	—	3	2/1	—

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	19	22	11
American Indian	0	1	1
Mexican American/Chicano	4	1	1
Mainland Puerto Rican	0	0	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	49	22/27	—	6	4/2	—	21	16/5	—	7	6/1	—
Accepted	1	1/0	.03	1	1/0	—	5	4/1	—	0	0/0	0
Matriculated	0	0/0	0	1	1/0	—	1	1/0	—	0	0/0	0
Enrolled												
First-Year	0	0/0	0	1	1/0	—	1	1/0	—	0	0/0	0
All Years	5	2/3	—	4	3/1	—	4	3/1	—	0	0/0	0
1986-87												
Applied	49	27/22	—	6	4/2	—	19	13/6	—	10	5/5	—
Accepted	2	1/1	—	0	0/0	0	1	1/0	—	0	0/0	0
Matriculated	2	1/1	—	0	0/0	0	1	1/0	—	0	0/0	0
Enrolled												
First-Year	2	1/1	—	0	0/0	0	1	1/0	—	0	0/0	0
All Years	4	2/2	—	3	3/0	—	4	3/1	—	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	1	2	0
American Indian	1	0	1
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	0	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985–86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	0	0/0	0	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	0	0/0	—	1	1/0	—	0	0/0	—	0	0/0	—
All Years	0	0/0	—	2	2/0	—	0	0/0	—	0	0/0	—
1986–87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	0	0/0	—	1	1/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	0	0/0	—	1	1/0	—	0	0/0	—	0	0/0	—
All Years	0	0/0	—	2	2/0	—	0	0/0	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985–86	1986–87	1987–88 (est.)
Black American	—	—	—
American Indian	—	—	—
Mexican American/Chicano	—	—	—
Mainland Puerto Rican	—	—	—

University of Minnesota
Medical School—Minneapolis

Address inquiries to
Dr. Cassius M. C. Ellis
Assistant to the Dean
University of Minnesota
Medical School
Box 293 Mayo Memorial Building
Minneapolis, Minnesota 55455-0310
(612) 624-1122

Recruitment. Recruitment activities for Minnesota students begin at the junior high school level and continue on, both in-state and out-of-state, through the collegiate years. Minority students at the high school level are contacted by the Health Sciences Minority Program staff. Orientation sessions, participation in prehealth science clubs, summer research, job opportunities, and visits to the Health Sciences Center are available. At the college level, premedical students are sponsored by the Medical School and the Minority Program to visit with medical students who encourage them to make applications. Minority student organizations provide personal assistance to applicants during interview visits at the Medical School to those applicants invited for an interview.

Admissions. After initial screening by the Office of Admissions, applications are completed by students whose academic competence makes it likely they will be successful as medical students. Limited financial assistance is available for interview trips to applicants who are asked to come for interviews. The applicants are considered by the Admissions Committee and the applicants are notified as soon as possible after consideration. Applicants whose undergraduate academic performance has consistently been marginal are unlikely to receive favorable consideration. All applications must be submitted through AMCAS and no applications will be considered by AMCAS after November 15. Students are encouraged to apply as soon as possible.

Academic Aid Programs. After matriculation, tutorial aid is available to all students. The curriculum is flexible so that students can have their schedules adjusted according to their abilities. A special studies skill program is available to assist students in improving their study habits and examination skills.

Student Financial Assistance. Financial Aid is offered through the University's student Office of Financial Aid. Both grants and loans are made on the basis of need, and a very limited number of scholarships are available. In addition, loan assistance is available through the Minnesota Medical Foundation, and a number of special grant programs are also available.

Other Pertinent Information. The minority medical students at Minnesota have organized informal groups for peer tutoring and support. In addition there are local chapters of the national major minority medical student organizations.

University of Mississippi School of Medicine

Address inquiries to:
Director, Minority Student Affairs
University Medical Center
2500 North State Street
Jackson, Mississippi 39216
(601) 987-1340

Recruitment. The School of Medicine at The University of Mississippi Medical Center is profoundly committed to the identification, recruitment, admission, retention and graduation of minorities and/or disadvantaged students from the State of Mississippi.

A variety of approaches are utilized to make minority and/or disadvantaged students aware of the interest in, and the commitment to them as prospective applicants to The University of Mississippi School of Medicine. Letters are sent to all students from the state whose name appears in the Med-MAR, informing them of the services of the Office of Minority Student Affairs and encouraging them to complete application to our medical school. Workshops are conducted at select colleges and universities in the state and bordering states that traditionally have a high enrollment of minority students from the State of Mississippi. These workshops emphasize an organized and systemized approach and technique for MCAT Review, Learning Skills, Test-Taking, Time Management, as well as an indepth discussion of admission policies and procedures.

The University Medical Center, through the Office of Minority Student Affairs, participates in an Educational Assistant Agreement (EAA) Consortium with five universities in the State of Mississippi (Alcorn, Jackson State, Mississippi Valley State, University of Southern Mississippi, and the University of Mississippi). This program is designed to prepare participants to be more competitive candidates for medical school Senior High School and undergraduate students along with their parents from across the state are invited to the Health Career Awareness Conference sponsored by the Office of Minority Student Affairs. In this forum, presentations are made by representatives of the Medical Center's faculty, students and local physicians and dentists. A tour of the Medical Center is also conducted.

Admissions. The School of Medicine at The University of Mississippi Medical Center does not have a separate admissions committee. Selection of applicants is made on a competitive basis, without regard to race, age, sex, color, religion, marital status, national origin, veteran status, or handicap. Preference is given to applicants who are legal residents of Mississippi. The first evaluation of applicants is made on the basis of scholastic record and scores on the Medical College Admission Test. Those applicants for whom the evaluation indicates the scholastic competency necessary to pursue successfully the course of study required of students in the School of Medicine are further evaluated on the basis of character, motivation, and promise of fitness for the practice of Medicine. Selection is made on the basis of all these evaluations. The Admissions Committee is composed of members of the faculty of the School of Medicine, appointed by the Dean. There is minority representation on the committee.

Academic Aid Programs. Throughout the academic year, tutorial assistance is available to minority students on an individual and/or group basis. Academic progress is closely monitored by the Office of Minority Student Affairs for early identification and intervention. The academic year Tutorial Program provided tutorial assistance in gross anatomy, histology, neuro-anatomy, pharmacology, pathology and microbiology. Tutorial sessions are given by graduate students, medical students. Assistance with learning skills, test-taking techniques and academic counseling are also available through the Office of Minority Student Affairs.

Summer Programs. Two summer programs are offered by The University of Mississippi Medical Center through the Office of Minority Student Affairs to assist minority and/or disadvantaged students with medical school admission, retention, regular academic progress and graduation.

The Preparatory Reinforcement and Enrichment Program (PREP) is designed to prepare participants to be more competitive medical school applicants. This is a four level program which includes a preliminary education phase comprised of students at the pre-freshman and pre-sophomore levels of undergraduate school and the facilitating entry phase, which consists of pre-junior and pre-senior students. This program focuses on the academic needs of the students. Emphasis is placed on prerequisite and recommended courses for medical students as well as learning skills and scientific communication skills. An intense MCAT review is given in the fourth level of the program. Many of the courses are taught by medical school. Participants are exposed to clinical experiences in the hospitals, as well as preceptorships in minority practitioners offices.

The Pre-Matriculation Summer Program. Entering minority and/or disadvantaged students are invited and strongly encouraged to participate. This program is designed to introduce entering minority medical students to the actual first year medical school course taught and examined by the regular academic year medical faculty in the identical fashion as during the regular academic year. This allows the student to make the necessary transition from undergraduate to professional school. The program is eight weeks and consists of the selected topics in biochemistry and gross anatomy, which includes dissection of a cadaver, learning skills, test-taking techniques, and scientific communication which includes medical terminology and analytical reading. This program is supported by the Health Careers Opportunity Program.

Student Financial Assistance. The School of Medicine's financial aid program is designed to meet the needs of any Mississippi resident admitted to the school whose financial need can be documented.

University of Missouri—Columbia School of Medicine

Address inquiries to
Dr. Ted Groshong
Associate Dean for Student Affairs
Dr. Edith P. Mitchell
Assistant to the Dean for Minority Affairs
University of Missouri-Columbia
School of Medicine
One Hospital Drive
Columbia, Missouri 65212
(314) 882-2923

Recruitment. The University of Missouri—Columbia School of Medicine is committed to the recruitment of qualified minority students. Recruitment activities occur at the high school and undergraduate levels, and include participation in the campus Affirmative Action. The purpose of these efforts is to provide information on the academic programs offered at the institution and to increase the minority enrollment at the University. To identify potential applicants, the School of Medicine is involved in the Minority High School Student Research Apprentice Program. This is a preparatory program for high school students designed to provide a series of academic and research experiences to sustain their interest in Medicine. In increasing the applicant pool, School of Medicine representatives visit premed clubs and participate in health career programs to provide information and to answer questions about the University. Candidates are invited to campus for a recruitment and orientation visit. Medical students and faculty participate in all of these activities.

Admissions. The Admissions Committee is composed of faculty, students, and nonfaculty. The Simulated Minority Admissions Exercise Workshop presented by members of the Association of American Medical Colleges (AAMC) is conducted periodically to assist the Committee in the evaluation of minority students. Information from the Workshop and other resources comprises a special topic on minority admissions in the annual Admissions Committee Workshop. Assessment of all applicants is based upon academic record, pattern of academic performance, personal characteristics, motivation, extracurricular activities, interpersonal skills, and emotional stability. The goals of the Admissions Committee are two-fold: 1) the selection of the most qualified applicants, and 2) the selection of a diversified class reflecting the demography of the State.

Academic Aid Program. Academic support activities are designed to meet the needs of the student and may include flexible curriculum scheduling, tutoring, skill development, and counseling. Study skills instruction is provided in note-taking, test-taking, time management, and textbook reading. Individualized academic programs are available to students as needed. Students are assigned a faculty advisor to assist with curricular and career planning.

Student Financial Assistance. The School of Medicine has no supplemental application fee beyond that of AMCAS. The Financial Aid Office provides financial assistance based upon demonstrated need and available resources. A special program, the University Professional Degree Assistance Program, facilitates the enrollment of underrepresented minority students and educationally disadvantaged students by providing scholarship money. An attempt is made through all available resources to meet the basic financial needs of the students.

Summer Programs. Each summer the University conducts the Minority High School Student Research Apprentice Program which is designed to motivate high school students to enter careers in medicine. The students work individually with research faculty for eight weeks. An eight-week Premedical Sciences Cooperative Program allows exposure to research and clinical aspects of medicine, assistance in basic learning skills, and MCAT preparation for sophomore, junior, and senior college students. Mary Bixby is the Director of the Premedical Sciences Cooperative Program.

Other Pertinent Information. The School of Medicine is strongly committed to the recruitment, enrollment, and graduation of minority group members and encourages their applications. The Office of Student Affairs staff works with all units of the School of Medicine and University to maintain a high retention rate. There is an active branch of the Student National Medical Association on campus. The Association works cooperatively with the Office of Student Affairs in their recruitment activities.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	97	54/43	6.2	2	2/0	50.0	54	32/22	3.7	9	7/2	0
Accepted	6	4/2	16.7	1	1/0	0	10	6/4	10.0	2	2/0	0
Matriculated	2	2/0	50.0	0	0/0	0	2	2/0	50.0	1	1/0	0
Enrolled												
First-Year	2	2/0	50.0	1	0/1	0	3	3/0	50.0	1	1/0	0
All Years	12	10/2	28.6	5	2/3	50.0	18	14/4	0	3	3/0	0
1986-87												
Applied	69	34/35	5.8	16	12/4	18.8	45	30/15	6.7	3	1/2	0
Accepted	2	1/1	100.0	1	1/0	0	4	3/1	25.0	0	0/0	0
Matriculated	1	1/0	100.0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	1/0	100.0	0	0/0	0	2	1/1	0	1	1/0	0
All Years	15	12/3	25.0	6	3/3	50.0	13	11/2	16.7	2	2/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	0	4	4
American Indian	0	2	2
Mexican American/Chicano	6	6	3
Mainland Puerto Rican	1	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	72	30/42	69.4	1	1/10	0	15	13/2	33.3	2	2/0	0
Accepted	14	5/10	100.0	0	0/0	0	1	1/0	100.0	0	0/0	0
Matriculated	7	2/5	100.0	0	0/0	0	1	1/0	100.0	0	0/0	0
Enrolled												
First-Year	7	2.5	100.0	0	0/0	0	1	1/0	100.0	0	0/0	0
All Years	26	10/16	100.0	0	0/0	0	3	3/0	100.0	0	0/0	0
1986-87												
Applied	63	23.40	65.6	0	0/0	0	9	6/3	66.7	4	4/0	0
Accepted	17	8/9	100.0	0	0/0	0	2	2/0	100.0	0	0/0	0
Matriculated	8	4/4	100.0	0	0/0	0	2	2/0	100.0	0	0/0	0
Enrolled												
First-Year	8	4/4	100.0	0	0/0	0	2	2/0	100.0	0	0/0	0
All Years	29	13/16	100.0	0	0/0	0	3	3/0	100.0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	7	7	4
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	62	32/30	38.7	3	2/1	33.3	24	17/7	20.8	6	4/2	16.7
Accepted	5	3/2	100.0	2	1/1	50.0	1	1/0	100	0	0/0	0
Matriculated	5	3/2	100.0	1	0/1	100.0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	7	4/3	85.7	1	0/1	100.0	0	0/0	0	0	0/0	0
All Years	27	16/11	70.3	2	0/2	100.0	1	1/0	0	0	0/0	0
1986-87												
Applied	67	35/32	32.8	5	3/2	40.0	19	11/8	21.1	5	4/1	60.0
Accepted	6	2/4	83.3	1	0/1	0	1	1/0	100.0	1	1/0	100.0
Matriculated	2	0/2	100.0	0	0/0	0	1	1/0	100.0	1	1/0	100.0
Enrolled												
First-Year	3	1/2	100.0	0	0/0	0	1	1/0	100.0	1	1/0	100.0
All Years	23	12/11	69.5	2	0/2	100.0	1	1/0	100.0	1	1/0	100.0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	4	8	6
American Indian	0	1	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	0	0	0

Associate Professor, Chairperson,
Minority Recruitment and Retention
University of Missouri—Kansas City
2411 Holmes Street
Kansas City, Missouri 64108
(816) 276-1780

Recruitment. The program at the Universit of Missouri—Kansas City is a six-year program, leading to baccalaureate and M.D. degrees, and is designed primarily for high school seniors entering college for the first time. Students are required to complete both degrees. A limited number of students already having a baccalaureate degree are admitted at the Year 3 level to fill any existing vacancies.

A Minority Recruitment Committee works with the Council on Selection at the School of Medicine to identify health science students early in their secondary schooling. A Summer Scholars Program provides a four week educational/participatory realistic exposure to the health professions to selected high school students. In addition, a medical explorers post provides continuing exposure to the health field.

Admissions. All admissions are the responsibility of the Council on Selection, a diversified group of twenty-two people. The Council consists of nine physicians, three student physicians, four basic scientists, three art and sciences faculty representatives, one representative from The Office of Medical Education, and two public representatives. The Chairman is a physician appointed by the Dean.

Students seeking admission should complete four years of English, four years of mathematics, and three laboratory science courses in high school. They must also submit scores from the ACT Test. An initial academic screen to identify a group for interviews is based on class rank and on the ACT composite score. All applicants not meeting this initial screen are reviewed by a subcommittee of the Council. All application information, both cognitive and noncognitive, is examined for evidence of academic potential.

Academic Aid Programs. The Student Learning Center offers a wide range of free services to students. These include tutorial assistance, a writing lab, a math lab, learning and study skills services in note-taking, test-taking, reading comprehension, memory, and anxiety reduction.

The medical school program is designed so that all students advance at a level commensurate with their ability.

Student Financial Assistance. There are four types of student financial aid. These are scholarships and grants which are gifts and do not require repayment, long-term loans repayable after termination of schooling at reduced interest rates, short-term loans repayable within the same academic period, and employment in the College Work-Study Program. In general, aid is based on financial need. Gift assistance for minority students is available in years 3 and 4 of the six-year curriculum from the National Medical Fellowships, Inc.

Other Pertinent Information. The medical school program at the University of Missouri—Kansas City limits 90% of the entering class to residents of Missouri.

St. Louis University
School of Medicine

Address inquiries to
Dr. Manuel R. Comas
Associate Dean for Admissions and Students
St. Louis University
School of Medicine
1402 South Grand Boulevard
St. Louis, Missouri 63104
(314) 577-8205

Recruitment. No special program.

Admissions. All students admitted to the School of Medicine are evaluated by the Committee on Admissions on the basis of scholarship, character, personality and performance on the Medical College Admissions Test (MCAT). The school does not have a special subcommittee to evaluate minority applications. Minority applicants who find an acceptance here meet the same standards as other students. It is essential that all students complete their applications on time, so as to receive the benefit of early consideration of their applications.

Academic Aid Programs. Tutorial assistance is available in basic science areas throughout the year at the recommendation of the course directors or whenever a student requests it. The evaluation of academic performance is the same for all students. Minority students must meet the same promotions and graudation requirements as other students. The School of Medicine does not have or participate at this time in a summer enrichment program.

Summer Programs. None in this institution; may refer students to other programs.

Student Financial Assistance. The application fee is waived for all students who request and qualify for a fee waiver from AMCAS. Financial aid in the form of some nonrefundable aid and loans is available, based primarily on demonstrated financial need and accrued educational debt. The Financial Aid office is open year round and assist in emergency periods of difficulty which students may encounter.

Washington University School of Medicine

Address inquiries to
Dr. Robert Lee
Assistant Dean for Minority Student Affairs
Washington University
School of Medicine
660 South Euclid Avenue, Box 8023
St. Louis, Missouri 63110
(314) 362-6854

Recruitment. Each year, the Assistant Dean for Minority Student Affairs travels to various parts of the country visiting premedical advisors and students at many colleges and universities to provide information about and answers to specific questions concerning Washington University School of Medicine. Typically, the visitations are equally divided between those schools from which we have previously had applicants and those from which we have received few or no applicants. Health professions career recruitment programs and summer enrichment program visitations provide the Assistant Dean an opportunity to make face-to- face contact with a large number of students. Additionally, admissions information is mailed each year to approximately 2000 Med-MAR registrants.

Periodically, the Office of Minority Student Affairs provides premedical advisors with updated and/or special information to assist in counseling minority premedical students.

High school students are encouraged to explore the possibilities of medical careers at Washington University by applying to the Scholars Program in Medicine (SPIM), which provides provisional acceptance to Washington University of Medicine, simultaneously with admission to the undergraduate program at Washington University. As a Scholars Program participant or as a student pursuing a regular undergraduate major in preparation for medical school, Washington University offers excellent preparation in a number of majors.

Admissions. The Committee on Admissions is a faculty committee which includes minority faculty members and the Assistant Dean for Minority Student Affairs. The Minority Subcommittee is similarly constituted and functions as a part of the Committee on Admissions to review, interview and recommend committee action to the full Committee on Admissions. *All final decisions concerning any candidate are made by the Committee on Admissions.* All students are selected on the basis of past academic opportunity and performance, motivation for the study of medicine, and characteristics required for the effective and compassionate practice of medicine. A personal interview is required of all applicants under serious consideration. Selected applicants are invited for personal interview on our Medical Center campus. Generally, one of the interviewers for minority candidates, in a one-to-one setting, is a member of the Minority Subcommittee.

Academic Aid Programs. The educational program of Washington University is designed to meet the needs of all students in an individualized and personalized way. There is no special educational program for minority group students; however, students with any type of academic problems are identified early in their coursework and are provided with tutorial aid on a one-to-one basis. Any student in severe academic difficulty may be advised to enter an individualized program that may permit him/her two years to complete the first year's coursework. Thereafter, it is anticipated that the student would continue his/her regular coursework in an uninterrupted fashion, receiving the M.D. degree in five years rather than four. Counseling is available from the Assistant Dean for Minority Affairs, the Associate Dean, as well as the Student Counseling Service.

Student Financial Assistance. An application fee of $45.00 (subject to change) is charged, but upon written request, it may be reviewed for waiver for those applicants who receive an AMCAS fee waiver. Others who did not apply or receive the AMCAS fee waiver are also eligible for review. In any case, additional documentation of financial need may be requested.

Financial aid is available to all students in the School of Medicine and is based entirely on demonstrated need. Within its financial capabilities, the School is prepared to assist each student with financial aid in the form of scholarships and loans. Financial capability of the student in no way enters into the selection process, nor is lack of personal funds permitted to interfere with the student's completion of his/her medical education. Students whose official residence at the time of matriculation is the state of Missouri, may be eligible for low cost loans through the Missouri State Medical Foundation-Medical Student Loan Fund after one semester's successful completion of the medical school curriculum.

Other Pertinent Information. The Washington University School of Medicine is committed to recruit, admit, enroll, educate, and graduate an increased number of students from educationally deprived racial and cultural groups in order that their numbers among the physicians in the United States be increased. Students in colleges and universities throughout the country are strongly encouraged to file application for admission to our class. This School participates in the American Medical College Application Service (AMCAS) of the Association of American Medical Colleges (AAMC), and all applicants must apply through AMCAS by November 1st of the year prior to actually entering the School. Our AMCAS number is #184.

The Office of Minority Student Affairs was established to help meet the needs of the minority student population at this School. The graduation of the class of 1983 marked the graduation of the 100th and 101st Black physician from this school. This is an accomplishment of which we are truly proud!

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	3	1/2	100	1	0/1	100	4	3/1	100	0	0/0	0
Enrolled												
*First-Year	3	1/2	100	1	0/1	100	4	3/1	100	0	0/0	0
**All Years	19	9/10	95	1	0/1	100	9	6/3	100	0	0/0	0
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	5	0/5	80	0	0/0	0	2	2/0	100	0	0/0	0
Enrolled												
*First-Year	5	0/5	80	0	0/0	0	2	2/0	100	0	0/0	0
**All Years	18	7/11	94	0	0/0	0	9	7/2	100	0	0/0	0

— Indicates data not available
* Year 3 of 6 Year BA/MD programs
** Year 3 through 6 of 6 Year BA/MD porgrams

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	5	5	2
American Indian	0	0	0
Mexican American/Chicano	2	1	2
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	168	82/86	10.7	13	10/3	0	53	38/15	3.8	17	11/6	5.9
Accepted	4	3/1	0	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	3	1/2	0	0	0/0	0	0	0/0	0	0	0/0	0
1986-87												
Applied	144	82/62	12.5	12	9/3	16.7	43	29/14	4.7	14	10/4	14.3
Accepted	1	1/0	0	0	0/0	0	1	1/0	0	0	0/0	0
Matriculated	1	1/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	1/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	3	2/1	0	0	0/0	0	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	2	1	2
American Indian	0	0	0
Mexican American/Chicano	0	1	0
Mainland Puerto Rican	0	0	0

Creighton University School of Medicine

Address inquiries to
Negleatha Johnson, Director
Office of Minority Affairs
for the Health Sciences
Creighton University
School of Medicine
California at 24th St.
Omaha, Nebraska 68178
(402) 280-2981

Recruitment. The Office of Minority Affairs for the Health Sciences coordinates the minority recruitment effort for all Creighton's Health Professional Schools (Dentistry, Medicine, Nursing & Pharmacy). An intensive national recruitment effort consisting of a college visitation project, participation in Health Fairs and Career Day Programs and a massive letter writing campaign helps to inform pre-health students of Creighton's Minority Recruitment Program. These projects are conducted by staff members of the Office of Minority Affairs, Creighton's Minority Alumni, and members of the Committee for Minority Group Education in the Health Sciences (CMGEHS).

Applicants within acceptable academic achievement ranges whose records indicate great potential for success in medicine are invited to Creighton for an interview. These interviews are by invitation only and are used more as a recruitment tool rather than as a condition of acceptance. Applicants are evaluated on the basis of their MCAT scores, their science grade point average, their overall undergraduate performance, and other factors the Committee feels are indicative of a potential for success in medicine.

Admissions. The Committee for Minority Group Education in the Health Sciences (CMGEHS) is a campus-wide group of administrators, faculty and students committed to the admission and retention of underrepresented minority groups in the health care delivery system. A subcommittee consisting of members of the CMGEHS and the Medical School Admissions Committee serves as an advisory group to the Medical School Admissions Committee. The subcommittee reviews all minority applications and makes recommendations to the Admissions Committee. The Medical School Admissions Committee has minority faculty as members and is committed to the University's Minority Admissions Program.

The Creighton Medical School's Minority Admissions Program does have an early decision plan. Students having cumulative and science grade point averages of 3.2 and above and whose MCAT scores are above the 50th percentile are encouraged to apply by mid-August, one full year preceding their expected entry into medical school. The Committee will notify each applicant of its decision by October 1.

Academic Aid Programs. After matriculation, each student is watched carefully and offered counsel at the first sign of difficulty. All students in academic difficulty must attend tutorials. Tutorials are also offered for those students requesting them.

Summer Programs. The Summer Enrichment Program at Creighton University is designed to assess the academic strengths and weaknesses of the students admitted to the first-year medical class on the basis of minority group considerations. This assists in predicting which students might have difficulty in the regular curriculum in order that preventive measures might be taken. Attendance is, in many cases, required. Creighton's program consists of ongoing counseling and evaluation sessions, speed reading, medical vocabulary and terminology enrichment, and an introduction to each of the basic science courses taught in the first year curriculum.

The objectives of these courses are the delopment of an appreciation of the complexity, the terminology, and the fundamental concepts of each subject; how each discipline is related to the others; and how each contributes to the proper formation of a competent medical practitioner. The student also gains an appreciation of the medical school curriculum and the level of performance which is expected of the medical student.

Post-Baccalaureate Program. The Creighton University School of Medicine in conjunction with the College of Arts and Sciences has developed a Post-Baccalaureate Program designed to aid the student in predesigned to aid the student in preparing for the Medical College Admission Test and to provide an opportunity for the student to demonstrate his or her ability to perform well in an intensive review of all fundamental areas of biology, chemistry, physics and mathematics and also provides instruction in methods of improving reading and writing techniques.

Because of limitations in funding and the necessity of evaluating the program by objective means, students are selected for participation in this program from the pool of applicants to this medical school who have been rejected by all schools to which they have applied. A student who has not applied to this school may be considered for the program if a school to which he/she has applied will send us a copy of his/her AMCAS Application and Biographical/Academic Profile.

Each year since the program's inception in the 1975-76 academic year we have selected twenty students to participate in this eight-month program. Approximately seventy-seven percent of those students have been admitted to medical school and they are enrolled in twenty-five different schools.

A complete description of the program and its requirements may be obtained by writing to Dr. John T. Elder, Director, Post-Baccalaureate Program, Creighton University School of Medicine, Omaha, Nebraska 68178.

Student Financial Assistance. Creighton University acts as a lending institution under the Guaranteed Student Loan Program and makes loans up to $2,500 directly to the student if he/she has not been successful in obtaining funds from a local bank. There are various other sources of loans available at the school, and each student is informed of the loans recommended for a financial aid package before matriculation. Scholarships range from full tuition to $500 (averaging around $2,000) and are included in the student's financial aid package. Scholarship aid is awarded primarily on the basis of personal financial need, which is determined with the aid of the Graduate and Professional School Financial Aid Service or the Financial Aid Form.

The application service fee will be waived if AMCAS has first waived its charges. Housing assistance will be provided for interview trips scheduled by the School.

University of Nebraska College of Medicine

Address inquiries to
Director, Minority Student Affairs and
MHCO Program
University of Nebraska
College of Medicine
42nd and Dewey Ave.
Omaha, Nebraska 68105
(402) 559-4437

Recruitment. Recruitment activities on the University of Nebraska Medical Center (UNMC) campus are conducted on the high school and college levels. High school recruitment efforts are made through science clubs, health clubs, minority student organizations, and by participation in community activities.

Recruitment visits are made annually to colleges in Nebraska which have the largest percentages of minority students enrolled. Contacts with non-resident minorities are made by writing to students on lists such as the Talent Roster of Outstanding Minority Community College Graduates, the AAMC Med-MAR and through correspondence with members of the National Association of Medical Minority Educators (NAMME). Voluntary recruiters who are University of Nebraska faculty members assist the Minority Student Affairs staff with recruitment visits to out-of-state colleges.

Admissions. Applications should be filed through AMCAS, 10 to 14 months prior to the proposed matriculation date. Students are selected on the basis of scholarship, appraisals of character, personal interviews, scores on MCAT, and general motivation and promise. Although a specific minority admissions program does not exist in the medical school, minority applications are encouraged. The Minority Student Affairs Office staff welcomes the opportunity to advise individual minority applicants on ways of best presenting their credentials. This advice is available through either correspondence or office consulatation.

Academic Aid Programs. All basic science departments at the University of Nebraska College of Medicine offer "large group" tutorials to all matriculants. Additionally, the Office of Minority Student Affairs and the Associate Dean's Office cooperate in sponsoring an annual Academic Support Program for Non-Traditional Students. Pre-enrollment activities in the support program include workshops on study skills, test-taking skills, stress management, and an introduction to resources on the campus. At the time of matriculation "small group" tutorials in the basic science areas are begun for the non-traditional students.

The Minority Student Affairs Office staff also aids students new to the area in locating housing information and jobs for the spouse. Other services of the office include personal development clinics, and academic and personal counseling.

Summer Programs. Summer programs at the University of Nebraska Medical Center are generally contingent upon available grant funds. Currently a summer program is being sponsored for juniors and seniors in college. The program is designed to provide academic enrichment in the areas of English, chemistry, physics, the biological and mathematical sciences; to develop cultural awareness and greater motivation for health careers; and to broaden each participant's general knowledge and development of professional attitudes. The baccalaureate level program includes an introduction to the basic sciences and medical research.

Sponsored with the assistance of a Health Career Opportunity Program grant from HHS, the program is open to students from all parts of the United States. However, special preference is given to applicants who reside in areas where similar programs *are not* available. The University of Nebraska Medical Center's Office of Minority Student Affairs will continue programs of this type as funds are made available.

Student Financial Assistance. The University of Nebraska Medical Center is committed to the goal that no student should be forced to withdraw from school because of financial constraints. Financial assistance is offered in the form of scholarships, grants and loans administered by an experienced financial aid office staff.

The University of Nebraska College of Medicine does not require an application fee; however, since we are a participating member of AMCAS, which does have a fee, disadvantaged students may apply for an application fee waiver directly through AMCAS. We do not offer financial assistance for interview trips.

University of Nevada School of Medicine

Address inquiries to
Dr. Joel H. Lanphear
Associate Dean for Academic and
Curricular Affairs
Manville Medicine Sciences Building
University of Nevada
School of Medicine
Reno, Nevada 89557
(702) 784-6001

Recruitment. Minorities, particularly Blacks, Hispanics and native Americans, are underrepresented in the profession of medicine. The School of Medicine has developed a Summer High School Scholars Program designed to help minority students perceive medicine as a viable career option. The primary purpose of the High School Scholars Program is to focus on attracting qualified Nevada minority students to the University of Nevada as undergraduates and as potential medical students.

The program usually takes place in mid-July and is coordinated by the Minority Student Affairs Office and the Associate Dean's Office, School of Medicine. Applications are available through high school counselors. Participants live with faculty families and in dormitories during the week of the program.

The young scholars have classroom and library assignments, attend workshops on personal and professional development of the student physician, are given an opportunity to learn about health care delivery in this and other countries, and spend time with community physicians. In addition, those students from Las Vegas spend three days with Las Vegas physicians after the initial program, where they are encouraged to follow the physicians during their hospital work, and observe them during patient hours.

Admissions. In line with the philosophy of the School of Medicine and the results of independent evaluations of student performance, the School of Medicine Admissions Selection Committee has adopted an admission policy which enables applicants from all socioeconomic, sex, racial, religious and educational backgrounds to be equally considered. Application from members of minority groups are encouraged. The Committee is charged with the task of selecting the best qualified applicants.

After thorough review of minority applicants by the Assistant Dean for Admissions, a single Committee on Admissions Selection reviews all applicants and selects the class, including minority students. Currently, of the sixteen members of the Committee, two are from minority groups.

Academic Aid Programs. No special academic programs, as such, have been developed solely for the assistance of minority students at this time. However, the progress of all students is carefully monitored, and when additional help is needed, it is made available on an individual basis. Tutorial assistance and special help are readily available for all students with such needs. This tutelage is accomplished by students and faculty.

Summer Programs. See recruitment.

Student Financial Assistance. We will waive the application fee for the School of Medicine if it has been waived by AMCAS. Financial aid in the form of scholarships and loans is available to all medical students. The amount of aid varies according to circumstances and availability of funds. Grants from National Medical Fellowships are available to minority students. Nevada residents have additional scholarship aid through the Frandsen and American Cancer Society, Nevada Chapter, scholarships. Unless otherwise specified, application forms for scholarships and loans will be sent upon request to students after acceptance.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985–86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	8	5/3	—	1	1/0	—	0	0/0	—	0	0/0	0
Enrolled												
First-Year	10	6/4	—	1	1/0	—	0	0/0	0	0	0/0	0
All Years	42	29/13	—	4	4/0	—	1	0/1	—	0	0/0	0
1986–87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—		—
Matriculated	7	5/2	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	11	8/3	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	39	23/16	—	3	3/0	—	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985–86	1986–87	1987–88 (est.)
Black American	9	15	12
American Indian	1	0	2
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	307	157/10	1.0	21	16/5	4.8	139	90/49	0	24	16/8	4.2
Accepted	11	7/4	18.2	1	0/1	0	15	8/7	0	1	1/0	100.0
Matriculated	4	1/3	25.0	1	0/1	0	3	2/1	0	0	0/0	0
Enrolled												
First-Year	5	2/3	20.0	1	0/1	0	3	2/1	0	0	0/0	0
All Years	17	7/10	5.9	2	1/1	0	8	6/2	0	0	0/0	0
1986-87												
Applied	309	155/154	1.3	19	12/7	0	121	78/43	3.3	18	11/7	5.6
Accepted	10	7/3	0	0	0/0	0	12	8/4	8.3	2	2/0	50.0
Matriculated	3	2/1	0	0	0/0	0	5	3/2	0	1	1/0	100.0
Enrolled												
First-Year	6	2/4	0	0	0/0	0	6	3/3	0	1	1/0	100.0
All Years	14	6/8	6.7	2	1/1	0	10	6/4	0	1	1/0	100.0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	6	1	3
American Indian	0	1	0
Mexican American/Chicano	3	2	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	3	3/2	—	0	0/0	—	1	1/0	—	0	0/0	—
Enrolled												
First-Year	5	4/1	—	0	0/0	—	1	1/0	—	0	0/0	—
All Years	19	13/6	—	2	1/1	—	10	7/3	—	0	0/0	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	6	3/3	—	0	0/0	—	5	2/3	—	0	0/0	—
Enrolled												
First-Year	7	3/4	—	0	0/0	—	5	2/0	—	0	0/0	—
All Years	17	11/6	—	2	1/1	—	11	5/6	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	7	5	3
American Indian	0	2	0
Mexican American/Chicano	4	4	1
Mainland Puerto Rican	0	0	0

Dartmouth Medical School

Address inquiries to
Frances R. Hall
Assistant Dean, Admissions & Financial Aid
Dartmouth Medical School
Hanover, New Hampshire 03756
(603) 646-7509

Recruitment. Dartmouth Medical School is committed to the education and training of minority physicians and encourages applications from qualified minority applicants.

Faculty, students and administrators frequently visit summer and health professional career programs as well as selected undergraduate colleges. Information about the medical school is sent to minority candidates identified through the Med-MAR Registry.

The Admissions Office is pleased to respond on an individual basis to inquiries from minority students. Some individuals find it helpful to schedule an informal visit to Dartmouth Medical School in advance of an application. This can be arranged by contacting the Assistant Dean.

Minority students represent 10% of the medical student body of 300. The School is located in the main campus of Dartmouth College where there are 4,000 undergraduates and 800 graduates and professional students (8% minority). A wide variety of cultural and social opportunities are available. An active Afro-American Society sponsors social, cultural, and political activities alone and jointly with other groups. The Native American Council sponsors a variety of cultural activities for the benefit of Native Americans as well as the entire campus.

In addition to the clinical facilities in Hanover, the School sends about one-third of the class to Hartford, Connecticut for part of the surgical rotation. Twenty percent of the class have an obstetric-gynecology clerkship at Martin Luther King Hospital in Los Angeles.

Admissions. A subcommittee of the Admissions Committee reviews all applications from minority candidates and invites individuals for interviews on the basis of academic and personal qualifications. All applicants are evaluated on the basis of motivation and interest in medicine, personality and character, as well as intelligence, scientific aptitude, academic preparation and recommendations. Special attention is given to socio-economic background of the minority applicant and his/her involvement in the community. All minority applicants interviewed meet with at least one member of the minority subcommittee and with minority students as well as with other members of the Admissions Committee. Final admission decisions are made by the full Admissions Committee, which includes minority student and faculty representation.

Academic Aid Programs. The medical school is committed to assist all students in reaching their full potential. In concert with this commitment, tutorial support and academic counseling are available to all students. The relatively small size of the school and close faculty/student relationships facilitate the identification of students with academic difficulties so that they may receive timely assistance. The resources of both the Medical School and Dartmouth College are used to improve study skills and test taking. Additionally, extensive counseling and stress reduction programs are available to assist students in coping with the demands of medical school.

Summer Programs. Dartmouth Medical School does not offer summer enrichment programs.

Student Financial Assistance. The application fee will be waived for these applicants who have received an AMCAS fee waiver.

The Medical School recognizes that many students will be unable to meet the full costs of tuition and living expenses and funds a significant scholarship and loan program. 100% of students with need receive awards. We are able to provide financial aid packages for all accepted applicants with demonstrated need. Financial aid packages include both scholarship and loan. In 1987-88, approximately 85% of Dartmouth Medical School students received aid either from the school, or through a federal scholarship. The size of an award ranges from small to full cost, depending on the financial background of the student's parents.

University of Medicine and Dentistry of New Jersey
New Jersey Medical School

Address inquiries to
Lonnie Wright
Acting Director of Students for Medicine and
Dentistry Program/Minority Affairs Counselor
University of Medicine and Dentistry of New Jersey
New Jersey Medical School
185 South Orange Ave.
Newark, New Jersey 07103
(201) 456-5433

Recruitment. The University of Medicine & Dentistry-New Jersey Medical School has a extensive recruitment program. Faculty, administrators and students serve as recruiters visiting Colleges, High Schools, Community Groups and Health Career Program. NJMS has a Hispanic Counselor/recruiter to assist with our recruitment efforts.

Admissions. UMD-New Jersey Medical School continues to rank in the top 10% of U.S. Medical Schools in accepting minority medical students. In 1972, a subcommittee on minority admissions was formed, consisting of minority physicians, faculty, administrators & students to screen and interview applicants and make recommendations to the Admissions committee.

Academic Aid Programs. The academic support system for our incoming medical students is carried out during the entire year. It is designed to diagnose and remedy academic and learning problems as they develop in concert with our learning skills staff. NJMS has recently hired an Director of Special Support Services who has established a comprehensive program of cognitive skills development includng the creation of a microcomputer based test item bank for the assessment of individual progress.

Summer Programs. The Students for Medicine & Dentistry (SMDP) is an eight week summer academic enrichment program. The SMDP has two (2) components, the undergraduate program offers courses in Biology, Chemistry, Physics, Learning Skills and Clinical Exposure at teh University Hospital. The pre-enrolled or incoming students take introductory courses in Anatomy Neuroscience, Physiology & Biochemistry, Learning Skills, to help the overall adjustment of students to the demands of the first year medical courses.

Student Financial Assistance. The New Jersey Medical School Financial Aid comes from a variety of sources: The Federal Governments; the State of New Jersey, UMDNJ itselt; or from outside agencies, organizations, and donors. The state of N.J. minority disadvantaged fund provides $5,000 yearly to qualified minority students which is applied directly to their tuition. UMDNJ also administers several privately endowed scholarships. Recipients are choosen for their financial need and academic performance. All students with completed financial aid forms will be considered.

University of Medicine and Dentistry of New Jersey
Robert Wood Johnson Medical School

Address inquiries to
Betty M. Treadwell-Oglesby
Minority Affairs Office
Robert Wood Johnson Medical School-UMDNJ
675 Hoes Ln.
University Heights
Piscataway, NJ 08854
(201) 463-4684

The Robert Wood Johnson Medical School, formerly known as Rutgers Medical School, was named after the former President and Chairman of the Board of Johnson & Johnson Company and the benefactor of the Robert Wood Johnson Foundation. General Johnson was dedicatedd to improving health care in the United States through his commercial and philanthropic activities.

Recruitment. Robert Wood Johnson Medical School of the University of Medicine and Dentistry of New Jersey (RWJMS) has a sustained commitment to train increased numbers of minority students as physicians since its inception. This commitment has been continuously supported by federal, state and private funds. The minority student population at RWJ Medical School has traditionally been above the national norm, even at this time of decreased enrollmetn in medical schools nationwide.

Admissions Committee members at RWJMS are sensitized to important factors in the selection of minority students, and faculty and staff are encouraged to identify and recruit promising minority undergraduates. These efforts have paid off handsomely for RWJMS, resulting in its satisfying results with regard to minority admissions.

Admissions: In addition to the required core of science courses and results of the Medical College Admissions Test (MCAT), many other factors weigh heavily into admissions decisions. Such factors as applicant's academic capability, maturity, life experiences and motivation are examined. These factors oftentimes play a particularly important role for minority students. The Admissions Office at RWJMS works hard to assure that minority applicants have an interview early in the application year. The Admissions Committee also takes steps to ensure that all information on a student is available before final evaluation. Because the interview is a very important part of the process, an interviewer can requeist a second interview if he/she feels that not enough information has been received to enable a final decision to be made. The interview provides the Admissions Committee the opportunity to consider and assess those personal attributes deemed important to the selection of students for the incoming class.

Academic Aid Programs: Robert Wood Johnson Medical School provides a variety of academic supports for its first and second year students. Because of its relatively small size (130 students per incoming class), RWJMS is able to provide individualized attention, and incoming students are assigned faculty advisors and peer counselors. Students experiencing any emotional problems, whatever the source, can seek private, confidential help from the Student Mental Health Service.

RWJMS promotes an atmosphere of academic cooperation. Faculty are receptive to answering questions and discussing coursework with students. Many departments provide and encourage students' use of tutors who conduct review sessions and tutorials for students needing such assistance. Weekly seminars are held on medical ethics and a week of intense study and discussion is held on medical ethics and a week of intense study and discussion is held on the issues of death and dying, as well as in human sexuality.

A federal grant awarded in 1974, coupled with a strong institutional commitment has permitted RWJ Medical School to develop an exceptionally strong academic support system for minority students.

Summer Programs: Minority students who have been admitted to RWJMS for the incoming fall semester may participate in the *Special Teaching Project (STP)* for eight weeks during the summer. This voluntary program is designed to provide these students with an introduction to first-year courses. Three main coureses are taught in the summer and closely approximate the content coursework covered in the first half of the fall biochemistry and histology courses, and in the last third of the fall anatomy course. The anatomy course is given for academic credit and students passing the summer course are exempt from the last third of that course in the fall. Other courses taught during the summer are medical terminology, which familiarizes students with the language of medicine; and clinical correlations, which gives them first-hand knowledge of the application of principles discussed in class. The Special Teaching Project is an ongoing effort and is available to minority students for their entire first two years.

A permanent faculty is maintained, assisted by second-year students showing high proficiency in their coursework. Tutorials are also provided, including assistance with building test-taking skills, counseling, group and individual consultation, and other services directed at facilitating minority student progress throughthe first two years of coursework. Tutorial assistance is free to all minority students. Most incoming minority students take advantage of the STP, both during the summer and during the academic year. The summer participants receive a small stipend to help offset living expenses forthe duration of the eight-week program. This program has proven to be very valuable to our minority students, and few who have perticipated in it have experienced any major adjustment or academic problems in the first year of medical school.

The Biomedical Careers Program (BCP) is also an eight week summer program, and is directed toward undergraduate students who have had at least one year of college-level science courses. The BCP is offered in three phases and students participate in each phase according to his/her level of science knowledge. This program enables students to have direct experience with the faculty and resources of the Medical School. A small stipend is also awarded to these students to offset living expenses for the duration of the program. Preference is given to New Jersey residents but applications are accepted from other students. Many former BCP participants have successfully applied to medical school, a number entering Robert Wood Johnson Medical School.

Because of its strong commitment to minority students, RWJMS had graduated more than 240 minority physicians who are practicing in a wide variety of specialties across the country.

Student Financial Assistance. Financial aid at RWJMS is similar to that offered in most medical schools. In addition to school-administered and "outside" funded-aid, there are few sources earmarked for use by minority students such as the UMDNJ Minority/Disadvantaged Grant Fund, the Johnson & Johnson Scholarship for Minority Students, the Martin Luther King Physician-Dentist-Scholarship. Low income New Jersey residents are also eligible for grants under the Educational Opportunity Fund (EOF). Students qualifying for EOF can receive as much as $4,000 per year.

Much of the RWJMS's financial aid consists of loans. The school's financial aid policy is that the most financially disadvantaged students receive available aid first. Ninety-seven percent (97%) of enrolled minority medical students receive some financial aid with many of them falling in the aforementioned category. As a result, there are some minority students receiving the maximum available grant/loan combination based on their demonstrated needs. Minority students have received some of the donated competitive scholarships andsummer fellowships. Many participate in work-study programs and some work as summer teaching assistants at RWJMS and joint undergraduate programs.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	11	6/5	0	5	5/0	60.0	12	6/6	25.0	2	1/1	50.0
Accepted	0	0/0	0	2	2/0	100.0	1	0/1	100.0	1	0/1	100.0
Matriculated	0	0/0	0	1	1/0	100.0	1	0/1	100.0	1	0/1	100.0
Enrolled												
First-Year	0	0/0	0	1	1/0	100.0	1	0/1	100.0	1	0/1	100.0
All Years	0	0/0	0	0	0/0	0	4	3/1	100.0	1	0/1	100.0
1986-87												
Applied	7	4/3	14.3	6	3/3	0	6	3/3	16.7	0	0/0	0
Accepted	0	0/0	0	0	0/0	0	1	0/1	100.0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	1	0/1	100.0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	1	0/1	100.0	0	0/0	0
All Years	0	0/0	0	6	3/3	0	2	0/2	100.0	1	0/1	100.0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	0	0	1
American Indian	1	0	0
Mexican American/Chicano	3	1	0
Mainland Puerto Rican	1	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	164	83/81	0	11	5/6	0	61	23/28	0	33	20/13	0
Accepted	14	8/6	0	0	0	0	2	1/1	0	7	5/2	0
Matriculated	3	1/2	0	0	0	0	0	0/0	0	1	1/0	0
Enrolled												
First-Year	4	2/2	0	0	0	0	0	0/0	0	1	1/0	0
All Years	21	8/13	0	2	1/1	0	2	1/1	0	1	0/1	0
1986-87												
Applied	169	81/88	0	18	11/7	0	39	23/16	0	25	16/9	0
Accepted	12	4/8	0	2	1/1	0	4	3/1	0	4	1/3	0
Matriculated	2	0/2	0	2	1/1	0	1	1/0	0	1	0/1	0
Enrolled												
First-Year	3	1/2	0	2	1/1	0	1	1/0	0	1	0/1	0
All Years	15	3/10	0	2	1/1	0	3	2/1	0	2	1/1	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	6	3	4
American Indian	2	0	0
Mexican American/Chicano	0	1	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	367	158/209	23.5	0	0/0	0	15	10/5	—	66	37/29	—
Accepted	60	30/30	—	0	0/0	0	2	1/1	—	8	4/4	—
Matriculated	22	9/11	—	0	0/0	0	0	0/0	—	8	4/4	—
Enrolled												
First-Year	2	9/13	67.8	0	0/0	0	0	0/0	0	8	4/4	50
All Years	67	29/38	—	0	0/0	0	0	0/0	0	21	15/6	—
1986-87												
Applied	391	174/217	23.5	4	2/2	—	13	8/5	—	44	25/19	—
Accepted	63	22/41	—	1	1/0	—	1	1/0	—	15	11/4	—
Matriculated	21	8/13	—	0	0/0	0	0	0/0	0	2	1/1	—
Enrolled												
First-Year	21	8/13	66.6	0	0/0	0	0	0/0	0	2	1/1	50
All Years	84	38/46	—	0	0/0	0	0	0/0	0	27	16/11	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	16	12	18
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	3	5	5

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	345	139/206	15.4	4	1/3	0	23	12/11	8.7	63	35/28	28.6
Accepted	40	22/18	30.0	1	1/0	0	2	1/1	50.0	10	5/5	60.0
Matriculated	13	5/8	20.0	0	0/0	0	1	1/0	100.0	4	2/2	100.0
Enrolled												
First-Year	13	5/8	20.0	0	0/0	0	1	1/0	100.0	4	2/2	100.0
All Years	34	20/14	3.3	0	0/0	0	2	1/1	0	11	6/5	28.6
1986-87												
Applied	361	152/209	18.3	3	1/2	0	21	17/4	4.8	38	22/16	15.8
Accepted	47	14/33	36.2	0	0/0	0	0	0/0	0	2	2/0	50.0
Matriculated	11	2/9	36.4	0	0/0	0	0	0/0	0	2	2/0	50.0
Enrolled												
First-Year	11	2/9	36.4	0	0/0	0	0	0/0	0	2	2/0	50.0
All Years	33	13/20	25.0	0	0/0	0	2	1/1	50.0	9	5/4	50.0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	10	5	5
American Indian	0	0	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	1	1	3

University of New Mexico School of Medicine

Address inquires to
Dr. Alonzo Atencio
Assistant Dean for Student Affairs
University of New Mexico
School of Medicine
Albuquerque, New Mexico 87131
(505) 277-2728

Recruitment. The University of New Mexico Medical Center visits high schools and four-year colleges in New Mexico at least twice a year. Branch campuses and junior colleges are also visited once a year. A network of campus contacts at each undergraduate institution makes referrals throughout the year, and literature is periodically mailed to the minority applicant pool. Admissions clinics are held for minority applicants. Tours of the UNM School of Medicine for secondary and elementary school groups are provided by medical students and staff.

Admissions. Because the School of Medicine is publicly supported, it has an implied obligation to train students who are likely to serve the State's expanding medical needs. For this reason, residents of New Mexico are given primary consideration for admissions. An active minority recruitment program encourages applications from Chicano, Native American, and Black resident of New Mexico. Minority faculty (in both basic and clincial sciences), staff and students are members of the Committee on Admissions.

Academic Aid Programs. The Peer Tutorial Program (PTP) provides tutoring in basic science courses for medical students in their first- and second-years. Tutors have generally excelled in the discipline(s) in whch they tutor and have the ability to assist other students.

Summer Programs. In 1970, the UNM School of Medicine initiated the Basic Science Enrichment Program (BSEP) to provide better opportunities for minority students to enter medical school. The summer session of BSEP consists of a two-week course in which biochemistry and physiology are taught concurrently. Courses are presented in a series of lectures and laboratory experiments; and all instruction is conducted by medical school faculty and nationally prominent minority scientists. Students also attend seminars on health care delivery problems of the nation's minority populations In addition, small group discussions, tutorials adn informal counseling sessions are conducted by minority medical students who serve as teaching assistants in the program.

Trainees selecte for BSEP must be recommended by the medical school at which they have been accepted. Actual selection is made by the BSEP staff, which takes into account recommendations from participating medical schools and the needs of those students who would most benefit from the BSEP.

The National Board-Review Program is a component of the Health Careers Opportunity grant. It utilizes faculty to enhance retention through the first two years of medical studies, and prepares students for the National Boards.

Other programs include the Motivational Workshop Program, a week long informative program held at the end of spring semester. Its primary objective is to increase potential minority applicants for the medical sciences by providing them with guidance regarding health career choices, the application process and admission requirements. The Medical College Admissions Test Review Course program enables candidates to review types of material included in the test, as well as developing test taking skills. Both programs utilize medical school faculty and staff for instruction and consultation.

Student Financial Assistance. In addition to the regular nationwide financial aid programs, there are several scholarships and loans available to New Mexico students. One loan program, the New Mexico Medical Student Loan Program, which is funded by the state of New Mexico, provices a medical student up to $8,000 per year for a maximum of five years. The students repay the debt by practicing in an underserved area of the State upon completion of postgraduate training. Another form of financial aid is the Disadvantaged Student Fund, supported by the Faculty, which provides small awards primarily to meet emergency needs of medical students from low-income backgrounds.

Albany Medical College

Address inquiries to
Dr. A. James Powell
Minority Affairs
Albany Medical College
47 New Scotland Avenue
Albany, New York 12208
(518) 445-5824

Recruitment. A full-time Minority Affairs Office, headed by the Assistant Dean for Minority Affairs, directly supervises the recruitment process for minority applicants. The process includes visits to pre-medical summer programs, career days, and participationinmany conferences with a pre-medical minority applicant focus. Minority applicants receive personal follow-ups from the Minority Affairs Office regarding the status of their application, and are encouraged to visit our facilities. The Minority Affairs Office coordinates campus visits for Minority applicants and arranges overnight accomodations with minority medical students.

Admitted minority applicatns are invited to participate in a special Admitted Minority Applicants Weekend, hosted by the Minority Affairs Office and the Student Minority Affairs Committee in the Spring of each year.

Admissions. All minority applications are reviewed by the Assistant Dean for Minority Affairs and one other member of the Admissions Committee. Students with MCAT scores averaging above 40 and cumulative G.P.A.'s above 3.0 are most likely to ve considered competitive in our minority applicant pool. Competitive minority applicants are immediately selected for interview once the application file is complete. Interviews are scheduled for the next available Friday after the applicant has been selected for interview. Each applicant accepted to Albany Medical College is interviewed by two members of the Admissions Committee. The Admissions Committee is comprised of clinical and basic science faculty, administrators and medical students, all with equal screening, interviewing and ranking privileges. If the Assistant Dean for Minority Affairs is not one of the two scheduled interviewers, minority applicants are encouraged to see him before leaving the interview site. The applicant is notified in writing within ten days after the ranking has occured.

Academic Aid Programs. The Office of Minority Affairs closely monitors the performance of minority medical studnets enrolled in the Albany Medical College. Particular attention is focused on the basic science courses required in Years I and II, and students found to have any difficulty are immediately offered special assistance via organized review sessions and tutorials. A note-taking service is also available to any students enrolled.

Students found to have unusual academic difficulties may be placed on a decelerated schedule which allows three years for the completion of the first two years of work.

Beginning the 1986–87 academic year, the College will provide five year (decelerated) program option to a limited number of minority and disadvantaged students who would benefit from the opportunity to spread the first year requirements over two academic years. This program was designed to enable us to offer admission to a select number of minority applicants, who present strong motivation, and academic potential, but whose prior academic performance indicate the need for a slower adjustment to the rigorous academic requirements of the first year.

Summer Programs. A summer research apprentive program of eight weeks duration is offered to minority high school students who live in the capital district of Albany. The Eight Year Career Physicians Program initiated by Renesselaer Polytechnic Institute (RPI) and Albany Medical College (AMC) provices a seven week summer program for students about to matriculate at RPI. An eight week clinical summer program in residence at AMC is offered to minority students in this Career Physicians Program at the completion ofthe sophomore year at RPI. An eight week summer research program in residence is offered at the completion of the junor year at RPI. This is an early assurance program. Participants have the opportunity to apply for admission and be accepted into AMC during the summer after their sophomore year at RPI.

Student Financial Assistance. Several scholarships have been made available by a community organization, primarily for minority students, with a prescribed service commitment. All other financial assistance is based on demonstrable need. Applicants may apply for a waiver of the application fee if they consider themselves financially disadvantaged.

Albert Einstein College of Medicine of Yeshiva University

Address inquiries to
Dr. Fernando J. Camacho
Director, Office of Special Educational Programs
Albert Einstein College of Medicine of Yeshiva University
1300 Morris Park Avenue
Bronx, New York 10461
(212) 430-3091

Recruitment. Minority student recruitment is conducted through the Office of Special Educational Programs. Faculty members and enrolled medical students also take an active part in these efforts. We are annual participants in the AAMC Office of Minority Affairs Medical Career Awareness Workshop, the NAMME Student Recruitment Workshop and the Health Careers Conferences sponsored by the various ASPIRA organizations. In addition, visits are made to colleges, both local and out of state, in order to speak to student groups interested in medicine as a career. The Office of Special Educational Programs works closely with premedical advisors at various undergraduate institutions.

The Minority Affairs Committee, the Office of Special Educational Programs and enrolled minority students sponsor an annual recruitment luncheon for prospective applicants chosen from the Med—MAR List.

Admissions. The Committee on Admissons has an "ad hoc" advisory group which screens and considers the applications of students classifying themselves as "minority." It includes faculty and student members, some of whom come from minority groups.

In selecting students for interview and for acceptance, attention is paid not only to the traditional indicators of success, such as GPA and MCAT, but also to those qualities which a student must possess in order to become a good physician. Among these are good character, strong motivation, perseverence and compassion.

All students are invited to attend a luncheon and tour of the school on the day of the interview. Faculty members and students are present at both and can, at that time, give applicants further insight into the school and the admissions process.

Academic Aid Programs. The Office of Special Educational Programs, in conjunction with the Associate Dean for Students, closely follows the academic progress of studetns. Should difficulties arise, students are counselled and may be advised to avail themselves of tutorial assistance. This is provided to all students, free of charge, and upon their request. Extensive syllabi, which cover the lecture material, are provided for all subjects in the basic sciences.

Since most academic problems arise because of personal difficulties rather than intellectual unpreparedness, a large part of the retention effort involves non-academic supports. In addition to the Office of Special Educational Programs and school-assigned faculty advisors, the students have access to members of the Minority Affairs Committee. This is a Dean's Committee composed of faculty and students who serve as advisors and look into any matters of concern to minority students.

There are branches of the Student National Medical Association and the Boricua Health Organization at Einstein. Both are quite active in undergraduate advisement, recruitment efforts and issues of social and health import. The support that the students provide to each other directly and through their various activities is invaluable and can, literally, mean the difference between success and failure.

Summer Programs. The Departments of Biochemistry, Cell Biology, Genetics, and Histology offer a combined preparatory course to new matriculants during the 3-week period preceding the start of classes. Aside from serving to introduce the studnets tot he basics of these subjects, the course helps to introduce the students to each others, to some faculty members and to the school environment. Participation is voluntary and is recommended to students whose basic science background is weak or limited in content or scope. In addition, incoming minority students are invited to a special Orientation Weekend prior to the start of the 3-week Prep Course.

The Medical Sciences Enrichment Program provides 6 weeks of clincial experience in medicine for minority high school students during the summer. It is designed to offer students during the summer. It is designed to offer students direct knowledge of a physician's applications, demands, and interactions in a clinical setting.

The Minority Student Summer Research Fellowship Program is designed for undergraduates who have completed their junior year and provides 10 weeks of experience in biomedical research.

Student Financial Assistance. Application fees are waived for financially needy students. Financial aid is available to minority students on the basis of financial need and consists of tuition remission, scholarships and awards, in addition to the well-known loan programs. No students should be discouraged from applying due to lack of funds.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	State Residents	Total	Men/ Women	State Residents	Total	Men/ Women	State Residents	Total	Men/ Women	State Residents
Applied	36	12/24	2.8	13	8/5	23.7	53	35/18	54.7	8	6/2	25
Accepted	0	0/0	0	0	0/0	0	14	10/4	100.0	2	0/2	100
Matriculated	0	0/0	0	0	0/0	0	12	9/3	100.0	2	0/2	100
Enrolled												
First-Year	0	0/0	0	0	0/0	0	13	11/2	100.0	0	0/0	0
All Years	1	0/1	100.0	2	1/1	100.0	57	39/18	100.0	0	0/0	0
1986-87												
Applied	29	17/12	3.4	11	8/3	18.2	54	36/18	51.8	30	—	3.3
Accepted	1	0/1	100.0	2	1/1	100.0	16	12/4	100.0	1	0/1	100.0
Matriculated	1	0/1	100.0	2	1/1	100.0	15	11/4	100.0	1	0/1	100.0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	12	9/3	100.0	2	0/2	100.0
All Years	2	0/2	—	2	1/1	—	56	39/17	100.0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	0	0	1
American Indian	0	1	1
Mexican American/Chicano	15	9	12
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	0	0/0	0	0	0/0	0	—	—	—
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	1	1/0	—
Enrolled												
First-Year	5	3/2	100	0	0/0	0	0	0/0	0	1	1/0	—
All Years	7	3/4	100	0	0/0	0	0	0/0	0	4	3/1	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	5	3/2	—	0	0/0	—	0	0/0	—	2	1/1	—
Enrolled												
First-Year	5	3/2	—	0	0/0	—	0	0/0	—	2	1/1	—
All Years	10	6/4	—	0	0/0	—	0	0/0	—	4	3/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	1	0	1
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	1	2	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	308	135/173	53.6	5	4/1	0	38	24/14	10.5	84	49/35	64.3
Accepted	20	5/15	100.0	0	0/0	0	38	24/14	10.5	13	6/7	84.6
Matriculated	9	0/9	100.0	0	0/0	0	0	0/0	0	8	2/6	75.0
Enrolled												
First-Year	12	2/10	100.0	0	0/0	0	0	0/0	0	8	2/6	75.0
All Years	40	20/20	92.0	1	0/1	0	2	2/0	0	26	12/14	81.8
1986-87												
Applied	321	137/184	64.2	3	2/1	0	49	26/23	8.2	62	33/29	74.2
Accepted	30	8/22	80.0	0	0/0	0	0	0/0	0	11	6/5	90.9
Matriculated	10	2/8	90.0	0	0/0	0	0	0/0	0	5	2/3	100
Enrolled												
First-Year	10	2/8	90.0	0	0/0	0	0	0/0	0	8	2/6	100
All Years	48	19/29	95.8	1	0/1	0	2	2/0	0	23	10/13	71.4

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	4	14	10
American Indian	0	0	0
Mexican American/Chicano	0	1	0
Mainland Puerto Rican	8	3	6

Columbia University
College of Physicians and Surgeons

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Director of Special Projects
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College of Physicians and Surgeons
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New York, New York 10032
(212) 305-6826

Recruitment. The Office of Special Projects is directly responsible for recruitment of underrepresented minority group students. A variety of approaches are utilized to increase the number of minority applicants. Orientation visits by prospective applicants is strongly encouraged and desirable. Minority premedical students are always welcome to visit the medical school, to browse through the Hammer Health Sciences Library, join us for lunch, and talk with our medical students. Frequent communication with the Office is recommended.

Career counseling and advisement is provided to college students graduates, postgraduates and high school students.

Regional recruitment consists of inviting the submission of applications from minority groups students who are underrepresented in American medicine and who identified themselves on the Med-MAR list.

National recruitment visits are made to college campuses concentrated primarily in the New York, New Jersey, Pennsylvania, and Connecticut areas, as well as the traditionally Black colleges. They are conducted by the Director and members of the Black and Latin Students Organization (BALSO).

The Office of Special Projects presents an annual Recruitment Day Conference sponsored by our P&S Alumni Office. The specific purpose of the conference is to provide information to potential minority group applicants on pertinent topics related to the preparation requireed for medical school admission, in general, and specific information about admission to P&S.

The College of Physicians and Surgeons Columbia University has an extremely effective and cohesive student organization, of long standing, BALSO, which is an integral part of the Office of Special Projects. BALSO is active internally with minority student affairs as well as externally with recruitment activities. BALSO students sponsor pre-enrollment orientation activities for newly entering P&S students. There is also a strong continuous relationship between the minority students and the P&S minority faculty, alumni, and housestaff.

Admissions. All applicants must apply directly to the Medical School. Minority applicants are considered on an equal basis with other applicants.

The Office of Special Projects works closely with the Admissions Office to facilitate the applications from minority group students to the Medical School. Minority faculty are members of the admissions committee.

Academic Aid Programs. The same academic aid programs are available to all of our students. In addition, a rich array of student support resources and personalized services of the Minority Affairs Office are available, augmenting the abundant institutionalized programs and excellent student-faculty relations. BALSO-organized tutorials, review sessions and Big sister/brother programs are only a few of the bevy of activities available to our minority students.

Minority students at P&S are recognized annually as recipients of nationally competitive awards for academic scholarships and are frequently selected for graduation prizes and awards.

Our students hold membership on key institutional committees and governing bodies and are an integral part of the medical school community. P&S also has chapters of SNMA and Boricua.

Judging by the very small numbers of minority students who have had to leave P&S for academic reasons, these programs are satisfactory supplements to our formal Minority Affairs support.

Summer Programs. The Office of Special Projects offers a six-week Summer Science Review Preparatory Course for taking the Medical College Admissions Test (MCAT). Institutional participation in the Minority High School Research Student Apprentice Program consists of providing high school students with laboratory experience. A series of information seminars which include college admissions counseling, advisement and exposure to medical-health careers are held weekly and attended by high school program participants.

The New York State Science and Technology Entry Program funds S-PREP, which is an innovative, academic-year round program for minority high school students who are seriously interested in pursuing a career in medicine, or the health professions. Medical science courses are taught on Saturdays, at the Hammer facility of P&S. P&S students act as preceptors, both by teaching the classes and by assisting the students in developing good laboratory skills. The long-range objective of S-PREP is to increase minority representation in the field of medicine. Thus, academically talented minority high school students in the tenth through twelve grades are encouraged to participate in the program.

Student Financial Assistance. Application fees are waived whenever circumstances indicate that payment of them would entail unique financial hardship. Accepted students with demonstrated need for financial aid are awarded a combination of loans and appropriate scholarships as available. In any given year, the criteria used for calculating awards are applied with equal force for all of our students in each of the four classes.

Alumni. The P&S Alumni Association has been a continuing resource of support for our minority students. Future activities are planned to extend our linkages with the P&S minority alumni throughout the country.

Cornell University Medical College

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Associate Dean for Student Affairs and
Equal Opportunity Programs
Associate Professor of Clinical Psychiatry
Cornell University Medical College
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New York, New York 10021
(212) 472-5668

Recruitment. The faculty at Cornell University Medical College has long recognized that society's needs might be better met by increasing the numbers of minority men and women in the health science fields. Accordingly, a studious effort has been made annually to attract talented minority students to Cornell. Cornell recruits actively on nationwide basis to assure that each entering medical school class will be a diverse group of capable prospective physicians. At Cornell, diversity can be defined to include students representative of backgrounds that are most affected by the nationwide physicina shortage vis-a-vis their numbers in the total national population.

Since New York City is one of the great urban academic centers in the United Staes, we welcome visits to our facilities from prospective medical school students who live in the area or who may be visiting. Faculty and students participate also in premedical conferences sponsored by various minority organizations.

Admissions. We do not have a separate minority admissions committee or subcommittee. Minority students make application to Cornell in the same way as other applicants. Our Admissions Committee consists of approximately 30 people and, at present, four members of the committee are minorty group members.

Academic Aid Programs. There is no specific academic aid program for studnets prior to or during their stay here at Cornell as medical students. When minority students encounter academic difficulties, the problem is handled in the same manner as it is handled for any other student by means of individualized tutorial assistance from faculty or upperclassmen.

Summer Programs. Cornell initiated the Summer Fellowship Program for Minority Group Students in 1969. The primary purpose of the summer program is not to entice students to Cornell for their medical education, but to provide minority students with an indepth preliminary experience of medical school life. Participants in the Summer Fellowship Program come from a wide range of undergraduate institutions and must have completed their junior year in a premedical curriculum to be eligible. Through the experiences of laboratory research, classroom lectures, seminars on public health, field visits, and close-up observations of hospital care, the fellows gain a clear picture of the demands and opportunities they will encounter in choosing medicine as a career. A popular feature of our program is the assignment of each fellow to a fourth-year medical student who serves as a "clinical tutor" and takes the summer student on weekly rounds of the floors of The New York Hospital to observe the care of patients. A number of the participants in this program subsequently seek admission to CUMC and we welcome them.

Student Financial Assistance. The applicantion fee will be waived for minority students who would find it financially difficult to pay, and in some instances we provide financial help for them to travel for interviews.

There are no special funds specifically set aside for minority group students, but financial aid in the form of grants and loans is made available to all students according to their needs within the limits of available funds for a given year.

Mount Sinai School of Medicine of the City University of New York

Address inquiries to
Dr. Carol Burnett
Asst. Dean for Admissions
and Student Affiars
Mount Sinai School of Medicine
Anneberg Building, Fifth Floor
One Gustave Levy Place
New York, New York 10029
(212) 241-9127

Recruitment. The School of Medicine's recruitment program includes visits by faculty, admissions officers and students to colleges in the New York Metropolitan area, the Northeastern States and selected undergraduate institutions in other areas of the country. Information on the Medical School is provided to selected students on the MED-MARS registry and on individual request. The Office of Admissions may arrange on-site visits for students in premedical clubs and societies. The School of Medicine conducts on-campus summer programs. (C-Step, Mt. Sinai Star) for undergraduates considering the study of Medicine. An on-campus program for High School students (SETH) offering remedial and supplemental education and hospital experiences operates during the school year as well as in summer as well as programs of cooperation with other educational institutions eg. Mt. Sinai Scholars at Manhattan Center for Science and Mathematics. These college and high school programs are designed for minority and economically disadvantaged students to create and strengthen interest in careers in Medicine.

Admissions. All applicants to Mt. Sinai School of Medicine are evaluated on the basis of academic of performance, Medical College Admission Test scores, premedical committee letters of recommendation, extracurricular activities and the degreee of interest and motivation apparent in the application or evidenced upon interview. The Admissions Committee reviews thoroughly the applications of students from underrepresented minority and educationally deprived backgrounds. Action based on these recommendations are then taken. Faculty and student minority representation is present on the Admission Committee. Application fees may be waived upon appropriate request.

Academic Aid Programs. A pre-enrollment Summer Enrichment Program is offered to accepted students who might benefit from such reinforcement. The program includes work in the following areas: (1) chemistry and mathematics essential for medicine; (2) cell biology, and (3) introduction to anatomy. Hospital experience is also an integral part of the program. The program is directed by a full-time faculty member, assisted by student tutors.

During the academic year a retention program exists, consisting of ongoing tutorials by a full-time faculty member as well as tutorials on an individual departmental basis as needed. A review course in preparation for the National Board Part I Exams is given during the academic year and an intensive review will be offered to students failing to pass Part I in the summer between their second and third year. The goals of the retention program are (1) the identification of the student in academic difficulty as early as possible so as to assist in improving his/her performance prior to completion of (or failure in) the course; (2) the provision of a milieu in which students with particular academic difficulty may function in their peer group with a minimum of anxiety (3) the provision to all students admitted to the School of Medicine of individual academic support if needed so that their medical education may be completed.

Student Financial Assistance. It is the policy of the school to provide as much financial assistance as possible to all students who require such assistance in order to maintain attendance. Students who are accepted for admissions are provided financial assistance applications on which they may document their requests for financial aid. Applications are treated confidentially and awards are made by a faculty committee on financial aid. Each applicant is considered on a individual basis, so that the greatest support for the most needy students may be distributed.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	201	—	—	0	0/0	—	—	—	—	—	—	—
Accepted	27	—	—	0	0/0	—	5	—	—	12	—	—
Matriculated	10	4/6	—	0	0/0	—	2	1/0	—	3	2/1	—
Enrolled												
First-Year	10	4/6	—	0	0/0	—	1	1/0	—	4	3/1	—
All Years	39	18/21	—	0	0/0	—	3	2/1	—	16	10/6	—
1986-87												
Applied	148	—	—	3	—	—	21	—	—	31	—	—
Accepted	35	—	—	1	1/0	—	7	—	—	7	—	—
Matriculated	10	1/9	—	1	1/0	—	2*	—	—	2	—	—
Enrolled												
First-Year	10	1/9	—	1	1/0	—	1	1/0	—	1	1/0	—
All Years	45	20/25	—	1	1/0	—	4	4/0	—	16	9/7	—

— Indicates data not available

* Deferred Enrollment from previous year.

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	6	11	12
American Indian	0	0	1
Mexican American/Chicano	0	1	1
Mainland Puerto Rican	5	3	4

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	424	194/230	36.1	14	9/5	0	103	70/33	1.9	78	48/30	60.3
Accepted	21	14/7	42.9	1	0/1	0	7	4/3	14.3	7	4/3	57.1
Matriculated	10	6/4	40.0	0	0/0	0	3	2/1	33.3	4	2/2	75.0
Enrolled												
First-Year	10	6/4	40.0	0	0/0	0	3	2/1	33.3	5	3/2	75.0
All Years	43	27/16	56.5	0	0/0	0	10	5/5	—	12	8/4	66.7
1986-87												
Applied	450	201/249	41.8	8	4/4	12.5	98	67/31	4.1	58	33/25	56.9
Accepted	27	14/13	44.4	0	0/0	0	5	4/1	0	7	4/3	57.1
Matriculated	11	5/6	54.5	0	0/0	0	2	2/0	0	3	1/2	66.7
Enrolled												
First-Year	11	5/6	54.5	0	0/0	0	2	2/0	0	3	1/2	66.7
All Years	40	21/19	47.8	0	0/0	0	11	6/5	25.0	14	8/6	71.4

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	13	7	13
American Indian	0	0	0
Mexican American/Chicano	1	1	5
Mainland Puerto Rican	1	4	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	150	66/84	72.7	2	2/0	50.0	10	6/4	20.0	52	30/22	78.8
Accepted	19	8/11	78.9	0	0/0	0	1	1/0	0	10	8/2	80.0
Matriculated	6	3/3	66.7	0	0/0	0	0	0/0	0	2	2/0	50.0
Enrolled												
First-Year	6	3/3	66.7	0	0/0	0	0	0/0	0	3	3/0	50.0
All Years	19	7/12	72.7	0	0/0	0	1	1/0	0	17	11/6	71.4
1986-87												
Applied	125	45/80	80.0	1	1/0	0	6	3/3	33.3	40	18/22	95.0
Accepted	19	9/10	84.2	0	0/0	0	0	0/0	0	13	6/7	92.3
Matriculated	4	3/1	75.0	0	0/0	0	0	0/0	0	3	3/0	100.0
Enrolled												
First-Year	4	3/1	75.0	0	0/0	0	0	0/0	0	3	3/0	100.0
All Years	17	9/8	69.2	0	0/0	0	1	1/0	0	13	9/4	57.1

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	5	1	6
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	5	4	4

New York Medical College

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Recruitment. New York Medical College conducts a special program to recruit and retain minority group students for careers in medicine. Recruitment efforts directed toward college students include a summer premedical training program designed to provide intensive review of basic science courses and an introduction to preclinical courses taught in medical school. In addition, recruitment visits to colleges are conducted, and individual counseling for students interested in pursuing medical careers is provided.

The Director and Assistant Director participate in "field" visits. And participation in career day programs includes medical students, faculty, administrators, etc.

Admissions. The Program Director of Minority Affairs is an Associate Dean of the college and, as such, positively impacts on school policies and procedures relative to the status of minority students. He is also a member of the Executive Admissions Committee.

The Admissions Committee has no preference as to a major field of undergraduate study, but any college work submitted must include specified credits in chemistry, physics, biology and English.

Academic Aid Programs. The Pre-Medical Summer Program is a key factor in the retention of minority and disadvantaged students in medical school. The special retention program offered for minority students consists of instruction in the three basic science courses, a Learning Skills Development Workshop, and a Medical College Admissions Test (MCAT) Review Workshop. The courses in basic sciences are taught by the regular academic faculty of the college. Upper-class students participate in the program and function as teaching assistants and student tutors. The learning skills workshops are designed to upgrade basic reading ability by improving reading speed, comprehension, and note-taking skills. Included in the workshops is instruction in basic medical vocabulary and terminology.

Summer Programs. Upper-class students participate in the program and function as teaching assistants and student tutors.

In order to qualify for admission to the program, students are required to meet four criteria: membership in a minority group (Black, Hispanic, Asian American, American Indian), educational and economic disadvantage, enrollment at an undergraduate college, and maintenance of a minimum undergraduate grade-point average (GPA) of 2.0.

Participants in the program include minority students accepted into New York Medical College for September and college juniors, seniors, and graduates. They must have completed: three semesters of chemistry, two to three semesters of biology, and at least one semester of physics.

Student Financial Assistance. The Assistant Director updates a listing of traditional and non-traditional financial aid sources biannually. Special counseling and aggressive resource development is undertaken to assist students with emergency situations. The Board of Trustees has approved ten $5,000 4-year scholarships and ten $5,000 4-year loans for underrepresented minority medical students entering with the incoming class in 1986. The Office of Minority Affairs monitors a low interest Emergency Loan Fund, the J. M. Foundation Emergency Loan Fund for Minority Students, the W. K. Kellog Foundation Fund, Miscellaneous Loan & Scholarship Fund, Medstart Student Aid Fund and the Rosenthiel Foundation Fund.

New York University School of Medicine

Address inquiries to
Dr. Veva Zimmerman
Associate Dean
New York University
School of Medicine
550 First Avenue
New York, New York 10016
(212) 340-5373

Recruitment. New York University School of Medicine sponsors a range of undergraduate and high school programs which are directed toward the encouragement, preparation, and orientation of minority and disadvantaged students seeking careers in health related fields. One of these is a junior high school incentive program for teenagers demonstrating skills in basic science in cooperation with one of New York's public schools. The other is a college preparatory program concerned primarily with a select number of students who are specifically encouraged to pursue premedical studies with a prospect for seeking admission to medical school.

In addition, the Admissions Committee and Dean's Office sponsor field visits to undergraduate campuses and high schools as well as an annual Health Careers Day at the Medical Center. In each activity the cooperative efforts of students, faculty, and administrators are used.

The medical school also maintains liaison with premedical advisors and those campus organizations devoted to encouraging disadvantaged students to seek medical careers.

Admissions. The Admissions Committee assigns several of its members each year to the task of screening, reviewing, and recommending applications of minority and disadvantaged students to ensure that these applications are given consideration by appropriately experienced individuals.

Academic Aid Programs. Students accepted to the School of Medicine will receive academic support when and if required. Curriculum and course schedules are flexible and often arranged to meet the specific needs of a student. Extra-curricular and individual tutorial assistance are made easily available. In addition, the school will engage outside counseling for a student who asks for or requires it.

The faculty has traditionally insisted that every student be encouraged to do his or her best and be afforded the supplemental teaching assistance necessary to ensure positive results in his or her academic program.

Student Financial Assistance. The Admissions Committee will, upon written request, waive application fees. The school participates in all recognized publicly supported financial aid programs and maintains a staff to assist students with financial aid requests. Federal, state, and privately endowed loans and scholarships are available. Students from economically deprived backgrounds receive special attention and considerable tuition assistance. All requests for financial aid are processed by formal application and all awards are based on financial need.

Other Pertinent Information. New York University School of Medicine sponsors for its students and housestaff a Spanish language and cultural orientation program designed to equip medical personnel with the essentials for conversing with Spanish-speaking patients and colleagues and an understanding of the social and cultural heritage of the Spanish-speaking populace in New York. The program has received national acclaim. The school also provides a range of elective and teaching programs designed to acquaint medical students with the problems of the poor, handicapped, and aged, as well as the ethnic distinctions of the city's population.

Minority and disadvantaged students are encouraged to apply to New York University School of Medicine with the knowledge that they will receive the most careful and sympathetic consideration given to all other applicants. Similarly, it must be stressed that the Admissions Committee is obliged to maintain a professional standard for all candidates which ultimately assures equity and uniformity in the acceptance process.

The University of Rochester School of Medicine and Dentistry

Address inquiries to
Dr. Robert J. Rivers
Associate Dean for Minority Affairs
The University of Rochester
School of Medicine and Dentistry
Medical Center Box 601
Rochester, New York 14642
(716) 275-2842

Recruitment. The Office of Minority Affairs represents a serious commitment on the part of the University of Rochester School of Medicine and Dentistry to meet the urgent need for minority physicians in all aspects of the medical profession. An active recruitment program seeks applicants for the M.D., Ph.D., and M.D./Ph.D. programs from a national pool.

In closely coordinated efforts with Admissions, visits and recruitment trips are made by the Associate Dean and the Director of Minority Affairs to student groups, career programs and activities, summer programs, and premedical advisors. Minority medical students, alumni, and administrators all participate in recruitment efforts. Undergraduate students in any year are invited to tour the school and meet with faculty and/or students. Contacts are also made and invited by mail and telephone.

Admissions. Rochester is interested in the composite profile of each applicant, including academic preparation, background and experiences, commitment and motivation, and personal characteristics. Applications are reviewed individually by an Admissions Committee consisting of approximately eighteen faculty members, including the Deans for Admissions, Financial Aid, Minority Affairs, and Student Affairs. Applicants invited to the school for interview typically meet with up to three faculty members, one of whom is a member of the Admissions Committee.

Early application is encouraged, and prompt evaluation of applications is directed by the Minority Affairs Office in conjunction with the Admissions Office. The MCAT examination is not required for admission.

Academic Aid Programs. The school attempts to provide academic aid programs for all matriculated students if the need arises while in school. The Associate Dean for Student Affairs and the Minority Affairs office advises individual students and works closely with faculty. Departments and individual faculty members provide tutorial assistance. It is recognized that improvement of academic skills and study habits, provision of a flexible curriculum schedule, and considerable one-to-one teacher-student relationships may be needed at any stage of academic training. Steps are routinely taken to incorporate such concepts into the Rochester program.

The fourth year-first year student program makes a match at the students' prerogative to provide a "buddy" or "tutor" relationship. In addition, the student-faculty program provides an opportunity for first-year students to establish a relationship with a member of the medical school faculty. The nature of the student-faculty relationship depends on the interest of both the faculty member and the student. There may be academic and/or personal guidance; an opportunity to correlate basic science course work with clinical and research applications; exposure to breadth of medicine, including history, ethics, and public or community health; or an opportunity to pursue areas in depth in a field proposed by the student. Not only is there the potential for a valuable relationship with either a faculty member or a student by the fourth year-first year student program or the student-faculty program, but there is also an opportunity to develop a growing friendship.

Summer Programs. The Summer Research Fellowship (SURF) Program was established in 1981 to provide solid research experience as a supportive base for future medical school and graduate school opportunities. The ten week program, which is completely funded by the University of Rochester, selects 10 to 15 students from a national pool to participate in several medical and basic science departments.

Students from undergraduate research programs, such as MARC and MBRS are encouraged to apply, however prior research experience is not required.

Although the majority of students are rising juniors and seniors, post-baccalaureate participants are considered. Summer research opportunities are also available to admitted members of the first year medical school class at the University of Rochester.

Popular additional features include seminars with minority professionals and exposure to various aspects of clinical medicine. Other important activities are designed to help students through the maze of procedures, tests, interviews, financial concerns, etc., associated with applications to medical school and graduate school. All students if they wish and if they are eligible are provided interviews for the University of Rochester School of Medicine and Dentistry during the program. An encouraging number of these students have been accepted.

Student Financial Assistance. Any applicant in financial need will have his or her application fee waived upon request. The school also offers partial support for interview trips to Rochester to those students who would have difficulty meeting travel expenses.

This school offers financial aid on the basis on need and works closely with all granting agencies. The Committee on Financial Assistance has as its primary goal the distribution of medical school scholarship and loan funds as well as Federal interest-subsidized loans so that no student will be deprived of a medical education at Rochester because of unmet financial need. Minority students have benefitted greatly from continuing efforts to maintain a strong financial aid package for all students.

Fellowships based on need and future professional potential are available to eligi ble minority students. These Fellowships provide partial to full support for tuition and fees over four years.

State University of New York
Health Science Center at Brooklyn
College of Medicine

Address inquiries to
Rudolph M. Williams
Associate Dean and
Deputy Vice President
State University of New York
Health Science Center at Brooklyn
College of Medicine
450 Clarkson Avenue
Brooklyn, New York 11203
(212) 270-2447

Recruitment. The SUNY-Health Science Center at Brooklyn College of Medicine has a constant interest in expanding its efforts to identify, recruit, retain and graduate minority and/or economically disadvantaged in dividuals who have potential and promise for education and training in medicine. The College of Medicine has a strong minority program, including an active recruitment policy and both preparatory and enrichment opportunities during the summer months and the academic year. As part of this pro gram, the Admissions Committee seeks to select a class that is not only academically competent, but also representative of a wide spectrum of personalities, backgrounds, talents and motivations.

SUNY-HSC at Brooklyn College of Medicine sponsors a range of programs which are directed toward the identification, preparation and orientation of minority and disadvantaged students seeking careers in medicine and other health related fields. A Minority High School Student Research Program is offered to teenagers demonstrating promise in health sciences education. A Health Sciences Explorer Scout Post is sponsored by the medical center for youngsters 14-18 who have an interest in the life sciences.

The College of Medicine recruits primarily at undergraduate colleges in the Northeast. Our most active efforts are aimed at multi-university settings or college recruitment days, health fairs, etc.

Admissions. All applicants are screened and evaluated by the full Admissions Committee. Multiple characteristics are used to determine candidate eligibility for admission and the Committee carefully considers those factors which might have affected the applicant's past academic records or future achievements. Special consideration is given to each applicant's potential contribution to the University's goals and societal needs It is the duty of the Admissions Committee, acting for the Dean and faculty, to select the students who, in their judgment, will best provide excellent and beneficial diversity in the student body. No single factor is given overriding emphasis.

Academic Aid Programs. Comprehensive and individualized programs of academic assistance are provided to any student who requires academic aid. A skills development office has been established to help with specific problems of test-taking, study skills, note-taking and organization. Tutors are available upon request and may be assigned by departments when a student encounters academic difficulty. Small group study and review sessions are encouraged and led by faculty or graduate assistants. Summer academic enrichment programs are an integral part of our academic aid program.

Summer Programs. Operation Success is SUNY-Brooklyn's summer program. This program is restricted to those students admitted to the next entering class and provides an introduction to basic medical sciences. Operation Success is an eight week residential program directed by Medical Center faculty with the assistance of upperclass minority students. No applications are necessary and information is sent once admission has been granted.

Student Financial Assistance. All students admitted to the SUNY-HSC at Brooklyn College of Medicine who apply for financial consideration are given financial assistance based on need and on available funds. Total financial counseling for the student and his/her parents will be provided during the summer programs and throughout the year.

Other Pertinent Information. SUNY-HSC at Brooklyn is a teaching institution educating health care professionals; a re-

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	3	1/2	—	—	—	—
Matriculated	1	0/1	—	0	0/0	0	3	1/2	—	1	0/1	—
Enrolled												
First-Year	2	1/1	—	0	0/0	0	3	1/2	—	2	0/2	—
All Years	23	12/12	—	1	1/2	—	4	2/2	—	8	5/3	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	21	7/14	—	0	0/0	—	1	1/0	—	4	3/1	—
Enrolled												
First-Year	21	7/14	—	0	0/0	—	2	1/1	—	5	3/2	—
All Years	36	14/22	—	0	0/0	—	7	5/2	—	8	5/3	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	7	3	4
American Indian	1	0	0
Mexican American/Chicano	0	1	1
Mainland Puerto Rican	1	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	2	0/2	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	2	0/2	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	15	10/15	—	0	0/0	0	0	0/0	0	4	1/3	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	1	0/1	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	0/1	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	8	5/3	—	0	0/0	0	0	0/0	0	3	1/2	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	9	2	0
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	1	1	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	15	8/7	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	15	8/7	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	24	12/12	—	0	0/0	0	0	0/0	0	1	1/0	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	10	3/7	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	14	6/8	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	32	15/17	—	0	0/0	0	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	3	1	5
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	1	0	0

search facility seeking answers to the medical problems that beset humankind; a teaching hospital caring for people with special problems; an out-patient facility serving the health needs of the community; a public service institution; the largest medical center in New York State; the seventh largest medical school in the United States; a unit of the State University of New York.

SUNY-Brooklyn is all these things and more. It is an institution which exists to educate, to do research, and to take care of people. As a large urban medical center which is part of a large public university system, SUNY-HSC at Brooklyn Medical Center is keenly aware of its special obligation for public service and is a vital contributor to the health care needs of the underserved and underprivileged citizens of Brooklyn, the state and the nation.

State University of New York at Buffalo School of Medicine and Biomedical Sciences

Address inquiries to
Dr. Maggie Wright
Assistant Dean for Student Affairs
State University of New York at Buffalo
School of Medicine
40 C-F-S, 3435 Main St.
Buffalo, New York 14215
(716) 831-2811

Recruitment. Field visitations, career seminars, visits to undergraduate institutions are encouraged. Visits are conducted by Assistant Dean for Student Affairs and minority medical students.

Admissions. The SUNY/Buffalo School of Medicine participates in the American Medical College Application Service (AMCAS). All completed applications are evaluated by our Admissions Committee and a determination is made with regard to a personal interview. The interview is a prerequisite to admission and is the final stage of the admissions process. Multiple criteria are used to determine candidate eligibility for admission. This gives minority students, as well as others, an opportunity to present their very best qualities to the Admissions Committee.

Academic Aid Programs. Faculty advisement, tutoring, counseling, study skills are offered to all students. Special tutorial program is offered to minority and disadvantaged students.

Summer Programs. An eight-week Health Careers Opportunity program is available to first year minority and disadvantaged students during the summer. These students take Histology and Embryology for credit, participate in a preceptorship program, attend career seminars, financial aid advisement, counseling, tutoring, and skills development. The program is designed to facilitate entry into medical school.

The Summer Microbiology program is a nine week program offered to minority and disadvantaged second year students, and is designed to provide students a head start on second year curriculum.

State University of New York at Stony Brook
Health Sciences Center
School of Medicine

Address inquiries to
Dr. Aldustus E. Jordan, III
Associate Dean
State University of New York at Stony Brook
School of Medicine
Health Sciences Center
Stony Brook, New York 11794
(516) 444-2341

Recruitment. Recruitment visits are made upon individual request by schools or student groups, or arranged through contact by staff and students from the institution. The School of Medicine visits undergraduate institutions, summer programs, and works closely with other campus groups in hosting visits from high school students from the Long Island and New York City area. Visits are also been made to local community colleges. Students, faculty, and administrators participate in these activities.

The School of Medicine has provided opportunities designed to increase access and retention for minority students. These activities include: The Annual Minority Recruitment Conference specifically designed for undergraduate and high school students. Technology Entry Program (STEP) designed to increase awareness and provide support activities (i.e. academic, research, advising, and counseling) for minority students in grades 7-12. The School of Medicine receives grant funding from NIH to initiate the Minority High School Student Research Apprenticeship Program designed to provide research opportunities for high school students. Students are assigned to a scientific investigator for a six week summer program.

Admissions. The admissions procedures for minority students are the same as those for all applicants to the School of Medicine. A subcommittee of the Admissions Committee reviews applications and provides an initial evaluation. Final admissions decisions are made by the full Admissions Committee. The subcommittee has in the past included minority members from the Admissions Committee as well as additional membership, including students. The subcommittee members are also members of the Admissions Committee.

Academic Aid Programs. Academic assistance programs are available for all students in the School of Medicine. These include student and faculty tutorials, which are available upon request by the student or by advisement to the student. Individual arrangements may be made for students who would benefit from different curricular arrangements.

Student Financial Assistance. There is no specific financial assistance for minority students beyond those funds available to all students. However, because this is a state school, tuition is less than at other institutions.

State University of New York
Health Science Center at Syracuse
College of Medicine

Address inquiries to
Dr. Gregory Threatte
Deputy to the President
for Minority Affairs
State University of New York
Health Science Center at Syracuse
College of Medicine
Office of the President
750 East Adams Street
Syracuse, New York 13210
(315) 473-5433

Recruitment. Project 90 is a program designed to prepare students from minority and/or disadvantaged backgrounds for the practice of medicine in the decade of the 90's and beyond. The novel feature of this program is a flexible curriculum that adapts to the skills and background of the individual student. The program is reflective of the SUNY Health Science Center's College of Medicine commitment towards increasing the enrollment, retention and graduation of minority students interested in medicine.

Recruiting activities are geared toward high school and college students. The SUNY-Syracuse Summer Science Program is a eight week summer program designed to expose area minority junior and senior high school students to various aspects of health care. Through the High School Research Apprentice Program, minority high school students in the Syracuse area receive stipends enabling them to engage in scientific research under the direction of our faculty on a full time basis during the summer. A limited number of Research Scholarships are awarded to local minority college students so they may continue to pursue their research activities during the summer.

Recruitment visits are made to regional health careers meetings and to individual undergraduate schools. Liaison relationships have been established with some undergraduate schools to enable us to assist students on a continuing basis in better preparation for medical school.

Admissions. SUNY-Syracuse does not have a separate Admissions Committee for minority applicants, but does have minority representation on its regular Admissions Committee. Every minority application is carefully and thoughtfully reviewed by this committee; and each applicant is evaluated on the merits of his/her total application rather than any one specific parameter. There is also minority representation on the academic faculty and on the clinical faculty. In addition, the Medical Center has a very positive Affirmative Action Program.

Academic Aid Programs. All students in Project 90 are eligible to participate in a comprehensive program of academic support. The basic components of the support program include a summer program, study skills, flexible curriculum and faculty run tutorials. The programs are coordinated through the Deputy to the president for Minority Affairs and the Office of Academic Achievement. In addition, the coordinator for Project 90 acts to integrate all support services and functions as the primary liason between the students, faculty and community.

The flexibility afforded students through our curriculum enables each student to participate in either the standard 4 year curriculum or an extended curriculum that paces the basic science courses over a 3 year period. Movement between different tracks in the curriculum, depending upon student performance, is encouraged. Faculty sponsored tutorials, as well as student tutorials, are available to participants in Project 90 in each of the major basic science courses, as is a year long study skills program.

There is a continuous and ongoing program of advisement and counseling to help orient, direct, and guide minority group students throughout their medical education. Minority housestaff and alumni have also been very active in this program. A special educational reference and study center is also available, and minority group students are encouraged to participate in institutional and national organizations responsible for minority medical education.

Summer Programs. The Summer Program offers gross anatomy for minority group and educationally disadvantaged medical students enrolled as freshman at the Health Science Center at Syracuse. This course is taught by the Assistant Dean for Academic Achievement and is offered for credit during an eight week period over the summer. Students successfully completing this course receive advanced standing and are exempt from taking gross anatomy. Students have the opportunity to develop basic learning skills in the context of one of their major academic courses.

Student Financial Assistance. SUNY-Syracuse has a $50 application fee. Since we are participating in AMCAS, which also has a fee, students may apply for an application fee waiver directly through AMCAS. Students receiving a waiver of the AMCAS fee are eligible for a waiver of SUNY-Syracuse application fee. An interview is required at the medical school campus, but financial assistant to defray the cost of the trip is not usually available. Arrangements can be made for interviewees to stay with program participants during their visits to our campus. There are no special sources of financial aid for minority students unique to this school; however, each student is provided with the use of microscopes, and loan of reference materials. Minority group students are given financial aid based upon demonstrated individual financial need.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	339	145/194	72.9	2	2/0	100.0	6	5/1	50.0	81	47/34	77.8
Accepted	57	30/27	87.7	0	0/0	0	0	0/0	0	15	8/7	93.3
Matriculated	21	13/8	90.5	0	0/0	0	0	0/0	0	3	1/2	100.0
Enrolled												
First-Year	23	14/9	90.5	0	0/0	0	0	0/0	0	3	1/2	100.0
All Years	84	49/35	93.6	0	0/0	0	3	2/1	100.0	10	6/4	100.0
1986-87												
Applied	417	185/232	73.4	3	1/2	66.7	8	5/3	75.0	62	32/30	80.6
Accepted	73	43/30	94.5	0	0/0	0	1	1/0	100.0	16	7/9	100.0
Matriculated	30	21/9	93.3	0	0/0	0	1	1/0	100.0	1	0/1	100.0
Enrolled												
First-Year	33	23/10	93.1	0	0/0	0	1	1/0	100.0	1	0/1	100.0
All Years	84	48/36	92.3	0	0/0	0	3	2/1	100.0	10	5/5	100.0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	22	19	18
American Indian	0	0	0
Mexican American/Chicano	1	1	1
Mainland Puerto Rican	2	2	3

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	254	101/153	0	1	1/0	0	9	8/1	0	58	37/21	0
Accepted	25	9/16	0	1	1/0	0	1	1/0	0	11	11/10	0
Matriculated	11	4/7	0	1	1/0	0	1	1/0	0	7	7/10	0
Enrolled												
First-Year	16	7/9	0	1	1/0	0	1	1/0	0	7	7/0	0
All Years	59	28/31	0	4	1/3	0	2	1/1	0	17	14/3	0
1986-87												
Applied	305	126/179	.3	6	2/4	0	7	3/4	0	53	24/29	0
Accepted	28	11/17	0	2	0/2	0	1	0/1	0	11	4/7	0
Matriculated	17	8/9	0	2	0/2	0	1	0/1	0	4	1/3	0
Enrolled												
First-Year	17	8/9	0	2	0/2	0	1	0/1	0	.8	1/7	0
All Years	59	26/33	0	5	2/3	0	2	0/2	0	18	9/9	0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	14	13	14
American Indian	1	1	0
Mexican American/Chicano	1	1	1
Mainland Puerto Rican	3	3	4

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	111	41/70	—	2	2/0	—	2	1/1	—	44	22/22	—
Accepted	21	10/11	—	1	1/0	—	2	1/1	—	11	7/4	—
Matriculated	4	2/2	—	1	1/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	5	3/2	—	1	1/0	—	0	0/0	—	0	0/0	—
All Years	22	13/9	—	1	1/0	—	1	1/0	—	4	3/1	—
1986-87												
Applied	146	61/85	—	2	1/1	—	3	2/1	—	35	16/19	—
Accepted	16	6/10	—	0	0/0	—	0	0/0	—	7	2/5	—
Matriculated	1	0/1	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	4	2/2	—	0	0/0	—	1	1/0	—	0	0/0	—
All Years	19	10/9	—	1	1/0	—	1	1/0	—	2	1/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	4	4	5
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	2	2	0

The Bowman Gray School of Medicine
Of Wake Forest University

Address inquiries to
Dr. Velma Gibson Watts
Director
Office of Minority Affairs
The Bowman Gray School of Medicine
300 South Hawthorne Road
Winston-Salem, North Carolina 27103
(919) 748-4201

Recruitment. Through the Office of Minority Affairs, an extensive recruitment program is maintained at the community, high school, and undergraduate leel. Faculty members and students disseminate information through participation in Career Day and other premedical activities.

Teams of minority faculty and/or students visit college campuses, including the predominantly Black schools, and participate in the recruitment opportunities offered by Summer Premedical and Health Careers Programs.

Minority students assist the Office of Minority Affairs in effectuating a "Helping Hand" program for minority applicants.

Admissions. In the process of the regular screening procedures, minority applications are reviewed by the Office of Minority Affairs. This Office assists both the Associate Dean for Student Admissions and the Committee on Admissions in the evaluation of minority students.

Academic Aid Programs. Retention support available to all students include expanded counseling, tutorial and academic support programs in the basic sciences and clinical area, modified-program scheduling, and learning-technique programs.

Summer Programs. Accepted students are offered an academic reinforcement program prior to matriculation. This program involves strengthening chemical and anatomic relationships, and learning skills.

Student Financial Assistance. Bowman Gray School of Medicine attempts to assure that every student's needs for financial aid are met. Direct aid, loans, or a combination of the two provide assistance for students exhibiting need.

Tuition scholarships are awarded to minority students on the basis of financial need and academic standing. Qualifying North Carolina students are entered in competition for North Carolina Board of Governors Scholarsihps. These full tuition and stipend awards are granted on the basis of need, probabilityof practicing in North Carolina, and potential as a physician.

Application fees are waived for students validating financial hardship with information such as a letter of support from the undergraduate financial aid officer.

Duke University School of Medicine

Address inquiries to
Dr. Deborah C. German
Associate Dean for Medical Education
Duke University Medical Center
Box 3005
Durham, North Carolina 27710
(919) 684-2498

Recruitment. Duke University School of Medicine is committed to strong minority representation in the student body. Faculty and students visit summer enrichment programs and undergraduate colleges where minority candidates are present in significant numbers. On our own campus there is a summer program for talented high school students and a program for entering freshmen interested in health science careers. All qualified minority candidates are invited to the campus for interview and formal and informal interaction with minority students and minority faculty. The Dean's Office, the Office of Admissions and our many regional representatives are all involved in helping minority candidates consider Duke University School of Medicine as a place where their academic education will be excellent and their personal needs will be met.

Admissions. All applications are screened by two members of the Committee on Admissions. One student member is always a minority student and theire is strong minority faculty representation. Attention is paid to evidence of leadership skills, commitment to a medical career and the candidate's faculty recommendations in addition to academic record and MCAT scores. Students with significant educational disadvantage in grade and high school education are given especially careful consideration because their early academic performancein college may be negatively affected. Evidence of greater success in later college work is favorably reviewed. On request, Duke's application fee can be waived.

Academic Aid Program. All medical school matriculants are entered into the advisory program which includes three advisors; an associate dean, a clinical faculty member and a basic science faculty member. These three advisors work with the student during all 4 years of medical school. Students also obtain academic advice from study track directors and research preceptors during the basic science elective year. Individual and group tutors are available to students requesting help. There are no special programs for retention of minority students. The attrition rate is less than 1%.

Summer Program. Currently there are no summer programs available.

Student Financial Assistance. In addition to being eligible for a number of merit scholarships at Duke University School of Medicine, the following two are specifically for minority students:

1. The Family Dollar Merit Scholarship is available to a North Carolina minority student enrolled at Duke University School of Medicine.
2. Seven Dean's Tuition Merit Scholarships are available each year to minority students based on prior academic achievement. The scholarships are in the amount of full tuition and they are annually renewable based on satisfactory academic prograss.

Twenty North Carolina Board of Governors Medical Scholarships (BGMS) are awarded each year to financially disadvantaged state residents who enroll in one of the four medical schools in the state. Recipients are selected from qualified nominations submitted by one of the four medical schools in the state. The award pays full tuition, fees and a $5,000 stipend each year based on satisfactory academic progress.

The Student Loan Program for Health, Science and Math provides a $7,500 per year loan to financially needy North Carolinians who enroll in medical school. After completion of residency, the recipient's loan is forgiven on a year-of-service for a year-of funding to those who serve in an eligible practice location within the state.

Duke University School of Medicine participates in the federally funded (1) First year Scholarships for Students of Exceptional Need (EFN) and (2) Financial Aid for Disadvantaged Health Professions Students (FADHPS) programs.

The school's aid package for qualified North Carolinians who document financial need is based on a tuition grant up to $10,000. Financial need in excess of $10,000 must come next from a $5,000 guaranteed student loan, and need in excess of $15,000 comes from one-half school grants and one-half loan.

The package for students outside North Carolina is based on a $5,000 guaranteed student loan. Financial need in excessof $5,000 comes from one-half school grant and one-half fron loan.

East Carolina University School of Medicine

Address inquiries to
Dr. Zubie W. Metcalf, Jr.
Director of the Center for Student Opportunities
School of Medicine
East Carolina University
Greenville, North Carolina 27834
(919) 757-2500

Recruitment. The Center for Student Opportunities (CSO) at the East Carolina University School of Medicine offers extensive recruitment services to increase the number of underrepresented minorities in medicine. A recruiter coordinates the activities that include identifying minorities who have high potential for success in medicine, providing information about opportunities to study medicine at East Carolina University, inviting interested individuals and groups to visit the medical school, visiting the traditionally black colleges and universities in North Carolina and Virginia and encouraging aspiring minority medical students to complete the application materials for admission to medical school.

The Annual Medical Careers Opportunity Program is a special 2-day on-campus activity held during the Spring Semester. The event introduces the East Carolina University School of Medicine to minority students from other institutions. For additional information, contact the Center for Student Opportunities, School of Medicine, East Carolina University, Greenville, North Carolina 27834.

Admissions. The Admissions Committee at the School of Medicine includes members who represent a variety of backgrounds and medical school responsibilities. The group gives serious consideration to applications from individuals who are members of minority groups and/or have disadvantaged backgrounds. The Admissions Committee seeks to admit a class that is educationally competent and represents various backgrounds.

As a state-supported medical school, the East Carolina University School of Medicine has an obligation to educate students who have an interest in serving the medical needs of North Carolina. Therefore, first preference is given to qualified residents of North Carolina. This preference does not exclude the acceptance of applications from minorities outside the state.

The application procedure includes submitting a completed application to the American Medical College Application Service (AMCAS). The Application Request Form may be obtained from premedical advisors at most colleges and university campuses, the Admissions Office at the East Carolina University School of Medicine, or the American Medical College Application Service, Suite 301, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036.

The East Carolina University School of Medicine may request the applicant to submit a supplementary application. Application materials must include three letters of recommendation or one pre-professional committee evaluation, recent photograph, application fee of $15, and a handwritten narrative about the applicant's reason for desiring medical study, areas of interest and reaction to contemporary life.

Applicants are required to take the Medical College Admission Test (MCAT). It should be taken in the Spring and no later than the Fall Semester of the year prior to the desired matriculation date in medical school. Prior to matriculation, the applicant must have the equivalent of at least three years of acceptable study at an accredited college or university. Regardless of major field of study, the applicant will not be admitted without completing one year of general biology or zoology (including laboratory), general chemistry (including laboratory), organic chemistry (including laboratory), physics (including laboratory) and English. An additional year of English is strongly recommended but not required. Other recommended courses include the humanities and social sciences.

Academic Aid Programs. Academic support services are available at the Center for Student Opportunities. Services include counseling, tutoring, reading skills assistance and learning skills instruction. Counseling is available in response to individual needs of the student. Areas of counseling include personal, social, vocational, financial and academic concerns. Assistance in the study of courses is provided by tutors who are matched with tutees according to academic and attitudinal factors. Reading and learn-

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/Women	% State Residents	Total	Men/Women	% State Residents	Total	Men/Women	% State Residents	Total	Men/Women	% State Residents
Applied	280	116/164	75.0	2	2/0	100.0	13	10/3	23.1	70	43/27	80.0
Accepted	29	10/19	93.1	0	0/0	0	1	1/0	100.0	9	7/2	100.0
Matriculated	7	1/6	87.5	0	0/0	0	0	0/0	0	3	3/0	100.0
Enrolled												
First-Year	8	2/6	87.5	0	0/0	0	0	0/0	0	3	3/0	100.0
All Years	24	10/14	92.0	1	1/0	0	0	0/0	0	4	4/0	0
1986-87												
Applied	325	141/184	78.5	7	3/4	57.1	8	5/3	62.5	49	24/25	87.8
Accepted	26	10/16	92.3	1	0/1	100.0	0	0/0	0	6	4/2	100.0
Matriculated	11	3/8	83.3	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	16	4/12	83.3	0	0/0	0	0	0/0	0	0	0/0	0
All Years	34	12/22	95.5	0	0/0	0	0	0/0	0	2	2/0	100.0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	2	2	11
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	1	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	162	81/81	17.3	8	7.1	25.0	31	19/12	0	9	7/2	0
Accepted	17	9/8	11.8	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	4	1/3	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	4	1/3	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	14	9/5	33.3	2	1/1	0	0	0/0	0	0	0/0	0
1986-87												
Applied	146	69/77	21.2	12	6/6	41.7	21	9/12	9.5	10	8/2	0
Accepted	9	3/6	22.2	0	0/0	0	0	0/0	0	1	1/0	0
Matriculated	4	2/2	25.0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	5	3/2	25.0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	17	10/7	20.0	0	0/0	0	0	0/0	0	0	0/0	0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	2	3	6
American Indian	2	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	241	125/116	7.1	5	3/2	20.0	7	5/2	0	14	11/3	0
Accepted	19	14/5	21.1	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	5	4/1	40.0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	8	7/1	40.0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	25	14/11	33.3	1	1/0	100.0	0	0/0	0	0	0/0	0
1986-87												
Applied	299	162/137	9.7	14	7/7	14.3	33	20/33	3.0	20	13/7	0
Accepted	18	12/6	5.6	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	2	0/2	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	2	0/2	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	22	12/10	45.5	1	1/0	100.0	0	0/0	0	0	0/0	0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	5	9	3
American Indian	0	0	1
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	1	0	0

ing assistance strengthens reading speed and comprehension, study techniques, note-taking techniques and test-taking skills.

The Center for Student Opportunities has a director, an associate director and counselor, a coordinator of tutorial services and reading and learning skills specialist, a recruiter/developer, two secretaries, a part-time clerical assistant and approximately 25 tutors. During the summer, at least five School of Medicine faculty members teach in the CSO Summer Program. Their services complement the summer program work of the CSO staff and professionals from other institutions.

Summer Program. The CSO Summer Program at the East Carolina University School of Medicine has an impressive record in preparing students for admission to medical and related health professions schools. Small classes and the commitment of the CSO staff and medical school faculty are key factors in the successful achievements of the participants. The program offers the individual a high level of attention that is difficult to provide in larger classes.

The summer program introduces participants to the quality and quantity of work that medical and related health professions schools expect from students. The program helps participants overcome obstacles caused by educationally disadvantaged experiences or culturally deprived backgrounds, and it improves the students' learning and behavioral skills for success in medical and related health professions schools.

The content of the eight-week, tuition-free summer program concentrates on problem-solving experiences that help the student identify, analyze and synthesize concepts relevant to understanding complex subject matter. Instructional units are organized into modules that cover aspects of the basic and clinical sciences, the reading and learning skills and the behavioral skills. Additionally, special seminars and other activities such as review sessions to prepare students for the MCAT are part of the program.

Minicourses in the basic sciences are available to students who receive admission to the first-year medical class prior to the beginning of the summer program.

The School of Medicine faculty provides instruction in the sciences. CSO staff provides assistance for improving reading, lear ning and behavioral skills.

Eligible participants for the summer program are students from the sophomore through the graduate level of college. Contact the Center for Student Opportunities for additional information.

Student Financial Assistance. Financially disadvantaged students should submit an application for financial assistance immediately after receiving an offer of acceptance from the School of Medicine. The application fee is waived for financially disadvantaged students upon proper documentation of need.

Financial needs of economically disadvantaged students may be met through loans and scholarships. The available loans include the Health Professions Student Loan Program, the North Carolina Department of Human Resources Educational Loans for Medical and Related Studies and the North Carolina Insured Student Loan Program administered by College Foundation, Incorporated. Scholarships include the Scholarship for First-Year Students of Exceptional Financial Need, the National Health Service Corps Scholarship (subject to current restrictions), the North Carolina Academy of Family Physicians Memorial Scholarship, the North Carolina Academy of Family Physicians Medical Student Scholarship Award, the Armed Forces Health Professions Scholarship, the Roberta Olsen Slivon Scholarship, the McLean Fund Scholarship, the Elma Harper and John Mark Pollock Scholarship, and the National Medical Fellowships Incorporated Scholarship. For additional information about financial aid, contact: Ms. Holly C. Harris, Assistant Director for Student Aid office, School of Medicine, East Carolina University, Green ville, North Carolina 27834.

The University of North Carolina at Chapel Hill
School of Medicine

Address inquiries to
Dr. Marion Phillips
Associate Dean
The University of North Carolina
School of Medicine
130 MacNider Building
Chapel Hill, North Carolina 27599
(919) 962-8336

Recruitment. The School of Medicine participates in the annual Health Careers Fair for high school students sponsored by the University of North Carolina Allied Health Schools. The recruitment of minority students is directed primarily at undergraduate institutions with large numbers of economically disadvantaged North Carolina residents. The Associate Dean, accompanied by volunteer medical students and Admissions Committee members, regularly visit these institutions to conduct group and individual advisory sessions with students enrolled in science and premedical programs. Prospective students are encouraged to visit our campus and explore their interests with members of the Dean's staff, faculty and members of the Student National Medical Association.

Workshops for premedical advisors from small colleges throughout the region are held on campus periodically. Admissions Committee members regularly participate in events sponsored by premedical student organizations.

Admissions. The University of North Carolina at Chapel Hill is committed to the principle of equal opportunity. It is the policy of this University not to discriminate on the basis of race, sex, color, national origin, religion or handicap with regard to its students, employees, or applicants for admission or employment. Admission preference is given to North Carolina residents.

It is the duty of the Admissions Committee acting for the Dean and the faculty to select the students who in their judgment will best provide excellence and beneficial diversity in the student body. In making its selections the Committee considers evidence of each candidate's motivation, maturity, industry and integrity as well as the scholastic record. To provide a diverse student body the Committee considers a variety of individual qualifications including nonacademic accomplishments and special talents; work and service experience; research experience; resourcefulness and a history of overcoming a disadvantaged background; demonstrated compassion and concern for the welfare of others; the ability to establish rapport and communicate with others; racial, ethnic, and economic background. No single factor is given overriding emphasis.

Members of the Admissions Committee are appointed from the basic science faculty, the clinical faculty, and physicians in private practice. Minority and female representation on the Committee is maintained. There is medical student representation on the Committee and in the admissions process.

Academic Aid Programs. The Assistant Dean for Academic Affairs is Director of the Academic Assistance Program. This program provides tutorial assistance to students. Tutors are advanced graduate students and medical students who are certified by the course directors. Tutors are paid by the Office of Academic Affairs. The Assistant Dean monitors all students' academic progress, counsels them and directs them to resources within the Medical School and University for academic assistance.

The Assistant Dean directs the Summer Review Program. This program is designed for students who have failed a limited number of courses in the first or second year of medical school. Faculty are available during the summer to assist the student in reviewing the courses that were failed; the student is retested in the course at the end of the summer. Students are promoted after successful completion of the program.

The Assistant Dean for Academic Affairs works directly with class advisors to advise students on academic matters. Students are assigned to Faculty Advisors upon matriculation (ration of 1 per 4 students). Faculty Advisors serve as student advocates and assist students with their academic and nonacademic adjustment to medical school. The Assistant Dean for Academic Affairs reports to class advisors on the academic progress of their assigned students.

A Learning Skills and Assessment Laboratory under the direction of a Black educational psychologist is available to any student seeking to improve study and other academic skills.

The Assistant Dean identifies and directs students to academic enrichment programs such as research and foreign trael experiences.

Summer Program. In operation since 1971, with a cumulative total of nearly 1050 participants as of 1987, the nine week Medical Education Development (MED) Program is committed to expanding opportunities for students from non-traditional backgrounds. It provides a chance to enhance academic credentials while preparing for admission and to increase personal and academic skills for coping with professional training.

Approximately 80% of former participants have successfully entered health professional schools. Among those who were North Carolina residents,former participants have represented 75% of minority matriculants to the UNC Schools of Medicine and Dentistry.

Each summer, the program enrolls 60-65 students who show educational and professional promise and a strong commitment to a health career, but who have had limited opportunities in the past that may place them at a disadvantage in competing for admission and in adjusting to medical or dental school. Priority is given to North Carolina residents, typically leaving 12-15 spaces for out-of-state applicants. Generally, 15-22% of participants are new matriculants to the UNC Schools of Medicine and Dentistry. The remainder are rising college seniors or postgraduates preparing to apply to medical or dental school the following fall. A minimum GPA of 2.5 is suggested for realistic consideration, and it is highly desirable although not required for applicants to take the MCAT or DAT in the spring session unless already available for counseling purposes. Financial aid is available on the basis of demonstrated need, with a copy of the Financial Aid Form of the College Scholarship Service required.

The program simulates the experience of beginning medical or dental studies, including 200 hours of basic medical sciences. Courses in gross anatomy, histology, microbiology/immunology, physiology, and clinical biochemistry taught by regular medical faculty introduce students to the intense pace and volume of a medical or dental curriculum and are integrated with individualized work on learning, study, reading and test-taking skills requisite to success in professional education. Other activities include seminars on clinical or health care issues, preprofessional workshops and counseling, exposure to health facilities, and regular contact with enrolled professional students, faculty and other members of the professional community.

Support for the program comes from school and state resources and the federal Health Careers Opportunity Grant Program. For information contact Evelyn B. McCarthy, Director,MEDProgram,322MacNiderBuilding 202H, C.B. 7530, UNC School of Medicine, Chapel Hill, N.C. 27514. Telephone (919) 966-3641. Application deadline: March 1.

Student Financial Assistance. The Medical School Student Aid Committee with the approval of the Dean is responsible for recommending the recipients of school scholarships and loans.

The University of North Carolina at Chapel Hill School of Medicine has long upheld a tradition of helping individuals of modest financial means to reach their full potential. In accord with this tradition, financial assistance is available in a variety of forms to supplement funds provided by family, savings, summer work and other sources. The Medical School has a well established scholarship program to supplement state and federal loans. Also, the admissions office may waive the supplementary application fee for disadvantaged students.

To provide increased medical education opportunities for minorities and disadvantaged students, the Medical School participants in the Minority Presence Program and the North Carolina Board of Governors' Medical Scholarship Program. Minority Presence is need based for residents of North Carolina and is primarily used as an incentive for recruitment purposes. The Board of Governors was established in the Spring of 1974 by the North Carolina General Assembly. It is a four year scholarship that provides full tuition, fees and an annual stipend for selected students.

University of North Dakota
School of Medicine

Address inquiries to
Gary Farris
Director, Indians into Medicine Program
University of North Dakota
School of Medicine
501 N.Columbia Rd.
Grand Forks, North Dakota 58201
(701) 777-3037

Recruitment. The Indians Into Medicine Program (INMED) primarily recruits American Indian students from a five-state area including North and South Dakota, Montana, Nebraska, and Wyoming. However, applications are accepted nationally. The identification and recruitment processes are conducted by the professional staff of the INMED Program assisted by tribal leaders from the twenty-two reservations located in the five-state area.

The recruitment processes include: visiting high schools, community colleges, and regional, and national conferences of Indian education and health organizations; conducting and attending health career workshops for Indian high school and college students; verbal and written communications with identified students; and exploring student referrals from tribal organizations, community colleges, universities, and various health professionals.

Admissions. The INMED medical school applicants must meet the same admissions criteria as all candidates considered for medical school. The INMED admissions processes include staff/student evaluations and interviews to determine the INMED candidates' commitments to serve Indian people in this five-state area. Candidates who meet the requirements of selection by the INMED Program are then granted an interview with the Admissions Committee of the North Dakota School of Medicine.

The required materials utilized by the Admissions Committee to help determine student selection include: autobiographical information elaborating on the ability to solve problems, to grasp issues and ethical problems in medicine, to interact with other people and an assessment of the candidate's strengths, weaknesses, and motivation. Letters of recommendation, MCAT scores, academic accomplishments and the personal interview are also considered in the selection process.

The Admissions Committee is appointed by the Dean of the Medical School and is composed of twelve members. They include three faculty members representing the clinical science departments, three faculty members representing the basic science departments, three members representing appropriate professional areas outside of the medical school, two medical school students, and the Dean of Student Affairs.

In the past, INMED students earned two-year B.S. in medicine degrees at the University of North Dakota School of Medicine and then transferred to other institutions to complete medical training. The School now offers to entrants a full four years of medical training in state. However, students may still have to transfer depending on current funding for clinical cost of training.

Academic Aid Programs. All medical students at the University of North Dakota are offered retention services such as study skills courses provided by the University's Learning Resource Center and faculty advisement provided by the Medical School faculty members.

In addition to these services, INMED medical students are provided services which include: the Family Support Plan (personal, social, cultural, and financial services); the Academic Enrichment Program (tutoring, educational resources, counseling, and test-taking skill preparation), and the Learning Resource Center (study areas and academically relevant materials for student use).

Summer Programs. A five-week medical school preparation program is offered to special graduate students preparing to enter medical school. Individualized curricula will be developed for each student to improve deficient academic areas and to strengthen medical science backgrounds. Courses may include biochemistry, histology, genetics, microbiology, immunology, and study and test-taking skills. College credit is not offered for the Med. Prep. program.

The INMED Program offers a five-week summer enrichment program for secondary level students and graduates. The program helps them to prepare for college level courses in the health field. Students receive individualized instruction in math, physics, biology, anatomy, physiology, ethno- botany, chemistry, and reading and study skills.

INMED also offers an eight-week program for college students at all educational levels. Students may participate as part of their regular premedical school program, or just to strengthen their academic background by taking extracurricular courses in some areas.

Student Financial Assistance. The North Dakota School of medicine reimburses the application fee for the INMED Indian students.

The INMED Program, through Indian Health Service scholarships, provides financial support in the form of tuition and fees, travel, book allowance and a monthly stipend. In addition, funding is available for students who enroll in special academic preparatory courses during the summer sessions.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	9	5/4	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	14	8/6	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	34	20/14	—	0	0/0	—	0	0/0	—	0	0/0	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	9	4/5	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	13	7/6	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	34	18/16	—	0	0/0	—	0	0/0	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	9	7	2
American Indian	0	1	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	176	82/94	30.1	11	7/4	45.5	10	5/5	0	13	9/4	0
Accepted	22	10/12	90.0	2	0/2	100.0	0	0/0	0	0	0/0	0
Matriculated	21	9/12	85.7	2	0/2	100.0	0	0/0	0	1	0/1	0
Enrolled												
First-Year	21	6/15	100.0	2	0/2	100.0	0	0/0	0	0	0/0	0
All Years	73	33/40	94.5	8	3/5	100.0	1	0/1	100.0	0	0/0	0
1986-87												
Applied	177	84/93	28.2	14	9/5	35.7	10	6/4	20.0	7	7/0	0
Accepted	26	10/16	96.2	3	3/0	100.0	1	0/1	100.0	0	0/0	0
Matriculated	19	9/10	100.0	3	3/0	100.0	1	0/1	100.0	0	0/0	0
Enrolled												
First-Year	23	10/13	100.0	3	3/0	100.0	1	0/1	100.0	0	0/0	0
All Years	73	34/39	92.3	9	4/5	100.0	1	0/1	100.0	0	0/0	0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	18	13	17
American Indian	2	4	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	0	0/0	0	16	10/6	18.7	0	0/0	0	0	0/0	0
Accepted	0	0/0	0	7	5/2	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	5	3/2	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	5	3/2	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	11	8/3	63.6	0	0/0	0	0	0/0	0
1986-87												
Applied	0	0/0	0	14	9/5	21.4	0	0/0	0	0	0/0	0
Accepted	0	0/0	0	7	4/3	57.1	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	5	3/2	80.0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	5	3/2	80.0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	16	11/5	50.0	0	0/0	0	0	0/0	0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	0	0	0
American Indian	0	1	2
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Case Western Reserve University
School of Medicine

Address inquiries to
Dr. James L. Phillips
Associate Dean for Student Affairs,
Office of Minority Programs
Case Western Reserve University
School of Medicine
2119 Abington Road, Room T-412
Cleveland, Ohio 44106
(216) 368-2212

Recruitment. The recruitment of minority students to the Case Western Reserve University School of Medicine is under the direction of the Office of Minority Student Affairs. Visits are made on a regular basis to colleges in Ohio, to out-of-state colleges, and to graduate school Career Day Fairs. High schools in greater Cleveland, and health professions' fairs are also visited regularly.

The recruitment sessions consist of a formal presentation, a question and answer session, and information one-on-one discussions. Opportunities in medicine for minorities are stressed, and statistics regarding the number of minorities enrolled, and the successes obtained, and the support systems for minorities are described.

Admissions. The same Admissions Committee reviews applications from all students. Two minority faculty serve on the Committee. All applications received from minority applicants are reviewed by the minority (Black) Associate Dean of Student Affairs.

Academic Aid Programs. Minority students benefit from a school-wide tutorial program. Tutors are available to all students at any time the student or faculty feels one is needed. This service is provided at no cost to the recipient. Many upper class minority students serve as tutors.

Summer Programs. A. All incoming students are invited to participate in a summer program for six weeks. The program has two objectives. The first is to review and to emphasize certain facts and concepts in the disciplines of biochemistry and cell biology pertaining to the curriculum. The second objective is to ensure that students are adequately informed about the requirements and expectations of the academic environment at CWRU. In addition, the students have ample opportunity to familiarize themselves with the surrounding community.

The summer program offers five courses which are taught by the medical school faculty: biochemistry, cell biology, pharmacology, physiology and anatomy. Special sessions are also offered on test-taking skills, strategies, medical terminology and statistics. In addition, students work with a physician in the community.

To date, the Summer Program has been very successful. Practically all the students who have attended the summer sessions have found it useful and have expressed satisfaction at the psychological and academic boost that they derived from participation.

B. A six-week program to enhance the readiness of college premed sophomores and juniors for medical school will be offered during the summer of 1988.

Student Financial Assistance. We may waive the application fee. A special emergency loan fund is offered through a local organization of health providers. No minority student is denied admission because of financial incapability. Over 85% of our minority students are in need of financial assistance. Minority applicants are eligible for a half-tuition scholarship in addition to regular financial aid.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	236	107/129	26.3	12	5/7	16.7	48	26/22	4.2	27	15/12	14.8
Accepted	19	7/12	47.4	0	0/0	0	2	1/1	0	2	0/2	50.0
Matriculated	7	3/4	57.1	0	0/0	0	2	1/1	0	1	0/1	100.0
Enrolled												
First-Year	8	3/5	57.1	0	0/0	0	2	1/1	0	1	0/1	100.0
All Years	29	15/14	42.9	0	0/0	0	7	4/3	0	5	2/3	100.0
1986-87												
Applied	194	83/111	17.0	14	5/9	21.4	41	24/17	4.9	18	10/8	5.6
Accepted	16	6/10	43.8	0	0/0	0	0	0/0	0	1	0/1	0
Matriculated	10	3/7	50.0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	10	3/7	50.0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	28	10/18	45.5	0	0/0	0	5	3/2	0	3	1/2	100.0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	10	6	4
American Indian	0	0	0
Mexican American/Chicano	2	1	2
Mainland Puerto Rican	1	1	1

University of Cincinnati College of Medicine

Address inquiries to
Mrs. Clarice Fooks
Assistant Dean
University of Cincinnati
College of Medicine
231 Bethesda Avenue
Rm. E-251, MSB, M.L. 552
Cincinnati, Ohio 45267
(513) 558-7314

Recruitment. The University of Cincinnati College of Medicine actively recruits minority and disadvantage students. Each year, representatives from the College will visit universities, premedical organizations, preprofessional advisors, and summer enrichment programs on a local, state and national level. The Med-MAR list published by the Association of American Medical Colleges after each MCAT is carefully reviewed and information about the College, the admissions process and financial aid is sent to many students participating in this program. To further introduce students to the exciting and unique educational experiences at the University of Cincinnati, the College has developed several summer enrichment program.

The Summer Premedical Enrichment Program (SPEP) provides exposure to a large university medical center and the opportunity to interact with our medical students and faculty. Through small group experiences, students strengthen analytical reasoningand problem solving skills necessary for taking the MCAT and essential for reading and studying in the basic and clinical sciences. Students are exposed to the clinical sciences through observation and participation in clinics in several area hospitals. Students will also have an introduction to the medical school curriculum through the studyof the cardiovascular system and physiology. Students interested are encouraged to contact the College.

A second program offered by the College is a sumer research experience for students participating in the Minority Access to Research Careers (MARC) Program. MARC is a national program and all students participating at the undergraduate level are eligible to apply. Students will participate in this unique research experience with our internationally renown faculty and may select research experiences from among several interesting topics.

Other recruitment activities include a Career Day Workshop and an Early Decision Workshop. The College and the Student National Medical Association (SNMA) sponsor an annual Career Day for high school and premedical students in Ohio and surrounding states. This program includes information about admissions, medical education, academic and support services and career planning. Current medical students, as well as physicians, provide an overview of the profession. The Early Decision Workshop is usually held the Saturday after the MCAT administration. Medical students and members of the Admissions Committee share information and perceptions of the admissions process, the curriculum, student support services and financing your medical education. Students interested in medicine as a career are encouraged to participate.

Admissions. Although the University of Cincinnati is a state supported school, the College of Medicine will matriculate an entering class of more than 20% non-Ohio residents. The College encourages applications from non-Ohio students who are from diverse backgrounds and who will present a wide range of academic and personal experiences and talents.

The admissions process is one which seeks to obtain information about the whole person. All information is carefully evaluated before final decisions are made.

Initial Review. Significant factors which will affect the student's invitation to interview are: 1) Academic achievement evaluated by: grades; MCAT scores; research, independent study, academic recognition and honors received, and other factors which impact scholastic performance, e.g., employment during the school year. 2) Interpersonal skills are carefully evaluated through demonstrated interested in working with people through a variety of extracurricular or employment activities, sorority or fraternity activities, summer jobs and service oriented activities. 3) The committee looks closely for evidence of responsibility, leadership abilities and maturity. 4) Letters of evaluation which should portray the academic capabilities as well as more personal information such as integrity, ability to handle stress, self-confidence and resourcefulness. 5) A realistic understanding of medicine as a career choice will be evaluated through involvement in health care experiences.

Interview/Final Selection. Once the applicant has been invited for an interview, they will meet with one member of the Admissions Committee. Final selection is based on the full committee decision and vote, letters of acceptance will be sent on or about the 15th of each month from October to May.

Early Decision Admissions Program. The University of Cincinnati has a very strong Early Decision Admissions Program. Each year we will evaluate close to 70 applicants through this program and will accept approximately 55% of the students. There are no special requiements for students participating in EDP such as higher grade point average or MCAT scores. All candidates who ae consider the University of Cincinnati as their first choice school and are good candidates may wish to consider this program. Every student will be interviewed.

Non-Acceptance Counseling. Counseling for students who are not accepted is available and encouraged. Personal and telephone interviews can be arranged to assist students who are interested in reapplication.

Academic Programs. The College is committed to the admission and graduation of students and has developed an extensive support program under the direction of the Assistant Dean for Learning Resources. An excellent staff of professional persons is available to work closely with students. There is free individual or group tutorial assistance available for all required courses. Academic skills are further enhanced by workshops, seminars, and individual counseling on test-taking strategies, comprehensive reading assessment, time management, note-taking, organization of information for long-term recall and National Board Review.

In addition to the above programs, the University of Cincinnati is a pioneer in a critical reading and thinking program. The program has been a model to several medical schools in the United States. Students will have the opportunity to work with our staff carefully evaluate their analytical and reading strengths and weaknesses and, while in medical school, remediate areas identified for enhancement.

Summer Programs. The College offers a Summer Prematriculation Program for all accepted students. New matriculants are strongly encouraged to take advantage of this 8-week program to maximize the opportunity for success during the regular school year. Statistics have shown that those students participating in this summer experience have been successful during the first year of medical school. The program offers the opportunity to take a medical school course which, when passed, will allow the student tohave one less course in the Fall Quarter of their first year in medical school. Academic support services and an introduction to the first year are also presented.

Student Financial Assistance. The application fee for disadvantaged students is waived upon request and documentation of need. Financial assistance in the way of travel expenses for the interview is not available due to the limitation of funds; however, the Office of Admissions will make arrangements for living accommodations for any student invited to interview. The applicant should request this assistance when confirming the interview time.

Financial assistance and counseling, once a student has matriculated, is the responsibility of the Office of Student Affairs working closely with the Financial Aid Committee. The College requires students to complete and submit the Graduate and Professional Student Financial Aid form (GAPSFAS) as the uniform needs analysis along with the University of Cincinnati Financial Aid Request form.

A Merit Scholarship has been established and will be offered to those students who present outstanding qualities and academic and/or personal achievement. Students are recommended for this scholarship by the Committee on Admissions.

The Office of Student Affairs is available to students who have any questions or concerns about financing their medical education and will make every effort to assist students in meeting their need.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	267	128/138	28.5	6	3/3	33.3	38	24/14	13.1	15	8/7	20.0
Accepted	28	13/15	50.0	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	13	5/8	61.5	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	14	5/9	61.5	0	0/0	0	0	0/0	0	0	0/0	0
All Years	48	20/28	73.3	0	0/0	0	0	0/0	100.0	0	0/0	0
1986-87												
Applied	271	133/138	17.7	11	6/5	27.3	33	21/12	9.0	11	8/3	9.1
Accepted	16	6/10	37.5	1	1/0	0	1	0/1	100.0	0	0/0	0
Matriculated	6	1/5	50.0	1	1/0	0	1	0/1	100.0	0	0/0	0
Enrolled												
First-Year	8	1/7	50.0	1	1/0	0	1	0/1	100.0	0	0/0	0
All Years	38	16/22	72.7	1	1/0	0	1	0/1	100.0	0	0/0	0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	14	11	7
American Indian	0	0	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	0	0	0

Medical College of Ohio at Toledo

Address inquiries to
Dr. Barry L. Richardson
Associate Dean for Minority Affairs
Medical College of Ohio at Toledo
C.S. No. 10008
Toledo, Ohio 43609
(419) 381-3438

Recruitment. The staff of the Office of Minority Affairs visits junior high schools, high schools and community organizations, and colleges. Invitations are also extended to junior high, high school and college students to make orientation visits to the medical school individually or in groups. In addition, "Careers Day" activities are held periodically for area high school students and college students throughout the state of Ohio. Furthermore, the Associate Dean of Minority Affairs makes a number of recruiting trips on a national basis. The recruitment program is administered by the Associate Dean of Minority Affairs with participatory support from medical students and faculty, both minority and majority. The Student National Medical Association (SNMA) is an integral part of this effort.

Admissions. Minority or educationally disadvantaged applicants are evaluated by the entire admissions committee which considers relevant cognitive and non-cognitive factors. The academic background is examined along with non-academic responsibilities, stated interest in medicine, manifestation of that interest, and potential contribution to the field. The Medical College of Ohio is committed to the goal of student body diversity. Minority faculty are represented on the Admissions Committee and its related activities.

Academic Aid Programs. A tutorial program utilizing medical students of demonstrated competence is also available. A Study Management Center has been established to assist students in the development of academic skills. The Director, Dr. Rosalind Streichler, works in the areas of study techniques, preparation for and taking of tests and general academic counselling. Implementation of a flexible curriculum is being planned for Fall, 1988. This will allow eligible students to take a part-time course load while doing research with a faculty mentor.

Summer Programs. A five week Prematriculation Program for new matriculants to our school is administered each year from approximately July 20 through August 20. Faculty from the Departments of Anatomy, Behavioral Science, Biochemistry and Physiology present appropriate first year academic material providing the core of the program. Academic skills sessions are integrated into the program. This program presently has support through the Health Careers Opportunity Program and minority students are eligible for per diem financial support. In addition the Office of Minority Affairs administers a federally sponsored summer research program for minority high school students.

Student Financial Assistance. The application fee is waived if requested and documented through AMCAS or the undergraduate institution. The institution has established The Medical College of Ohio Scholarship Program. The value of these scholarships is in the range of $2000–5000 for the academic year and are conditionally renewable. Individuals from diversified backgrounds who demonstrate the potential for academic excellence will be considered.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	138	68/70	37.0	3	1/2	66.7	8	7/1	50.0	4	1/3	50.0
Accepted	20	9/11	55.0	0	0/0	0	0	0/0	0	1	0/1	100.0
Matriculated	9	6/3	55.6	0	0/0	0	0	0/0	0	1	0/1	100.0
Enrolled												
First-Year	11	7/4	55.6	0	0/0	0	0	0/0	0	1	0/1	100.0
All Years	26	15/11	18.8	0	0/0	0	0	0/0	0	1	0/1	100.0
1986-87												
Applied	129	68/61	24.0	6	3/3	50.0	30	17/13	1.0	9	6/3	1.0
Accepted	15	10/5	20.0	1	1/0	0	3	2/1	33.3	0	0/0	0
Matriculated	12	9/3	8.3	0	0/0	0	1	1/0	100.0	0	0/0	0
Enrolled												
First-Year	15	11/4	9.1	0	0/0	0	1	1/0	100.0	0	0/0	0
All Years	34	21/13	43.8	0	0/0	0	1	1/0	0	1	0/1	100.0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	4	7	6
American Indian	0	0	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	0	0	0

Northeastern Ohio Universities College of Medicine

Address inquiries to
Charles G. Mickens
Director of Minority Affairs
Northeastern Ohio Universities
College of Medicine
St. Rt. 44
Rootstown, Ohio 44272
(216) 325-2511

Recruitment. Since the College of Medicine operates primarily a six-year combined B.S./M.D. program, a large part of the College's minority recruitment efforts take place in junior and senior high schools. This recruitment is primarily done through high school and campus visitation programs as well as utilizing search lists. It is handled as a cooperative effort between the admissions office of our consortium universities and the College of Medicine's Office of Minority Affairs. The College of Medicine provides an opportunity for area junior and senior high school students to enroll in its Project 9×9 or Project MARS (Minority And Rural Students) program. These are complimentary seminar programs 10 weeks in duration in which students are introduced to medicine and other health-care professions. Individuals participating in the projects include area health professionals, basic science faculty, career counselors and medical students.

Approximately 10-15 students are admitted to Phase II (the last four years of the program) each year. Minority students are recruited through the College's Office of Admissions and the Office of Minority Affairs. Their efforts are assisted by a group of area physicians, who serve on the admissions committee, and the Student National Medical Association, who utilize their contacts in acknowledging prospective applicants. Through such contacts premedical students are recruited. The College of Medicine also uses lists to search out interested minority students, provides campus orientation programs, and visits area colleges.

Admissions. The College of Medicine's Admissions Committee is interested in increasing the representation of minority and rural students in medical education and practice. It is sensitive to the problems of admission of minority students to schools of medicine, particularly with regard to cognitive achievement on measurements such as the MCAT. As a result our Admissions Committee has minority representation on it. In addition, a full time Director for Minority Affairs is a member of the Admissions Committee.

Credentials of all applicants who identify themselves as minority are reviewed prior to submission of a supplemental application. Each applicant is then sent correspondence which acknowledges their viability as a candidate for admissions. This screening takes place prior to review by the Admissions Committee and thus supplements that review. If an applicant qualifies for the AMCAS fee waiver, the College of Medicine will waive the admissions fee.

Academic Aid Programs. All students entering the M.D. program of the College of Medicine take a series of pretests in basic science disciplines. Based upon the student's performance on these pretests, he or she is offered a number of aid options, including a peer tutor. Each student is assigned a tutor who works closely with the student during the year to improve academic skills and to provide orientation about the basic science year. Faculty tutorials are available as well. Each student upon matriculation is assigned to a faculty/peer group. These groups meet throughout the year on a weekly basis and are designed to assist in orienting students to the campus and help the group to address individuals concerns.

Summer Programs. The College of Medicine currently participates in the Summer Research Apprentice Program for Minority High School Students through the National Institute of Health. This program permits several high school students to spend eight weeks throughout the summer working in faculty members' laboratories. Each of the participants are between their junior and senior year of high school and have been identified as potential applicants for the B.S./M.D. program for the College of Medicine.

Activities in the summer apprentice program include (1) assisting faculty members and graduate students in health related research, (2) completing an individual research project, (3) a series of career counseling and college planning seminars, (4) departmental visitations, and (5) par ticipation in a Big Brother/Big Sister pro gram with medical students.

Student Financial Assistance. In addition to national programs, the College offers students entering Phase II the Carolyn Wood Russell scholarship, a $500 annual award made to a minority student recommended by the College's Fellowships and Awards Committee. The College also offers a special minority student emergency grant fund for purposes such as housing, transportation, etc. The College of Medicine has also participated in the Minority Student Assistance Awards program of the Ohio Academy of Family Physicians which has offered scholarships in varying amounts to first year medical students. In addition, the College of Medicine has set up an individual sponsored low interest loan program for students at tending Northeastern Ohio University College of Medicine.

In order to make it possible for financially disadvantaged students to enter the B.S./M.D. program, a special College of Medicine fund called the Bridge Fund for Minority Students has been established. This offers, at each of the three consortium universities, two scholarships each for two years; one for $2,000 per year and one for $1,000 per year.

Other Pertinent Information. *PROJECT BOOST* is a special initiative by Northeastern Ohio Universities College of Medicine designed to identify and prepare graduating high school students from underrepresented minority groups in medicine for entry into the B.S./M.D. program. It annually targets individuals to be placed into a college freshman curriculum which provides additional preparation for entry into the B.S./ M.D. program while permitting matriculants to complete coursework toward a baccalaureate degree. The Project provides academic, tutorial, and counseling assistance to enrolled students. Financial assistance is also given to help alleviate burdens which may arise as a result of financial hard ship. Inquiries should be addressed to the office of Minority Affairs, Northeastern Ohio Universities College of Medicine.

Ohio State University
College of Medicine

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Leibert W. Morris
Special Assistant for Student Affairs
The Ohio State University
College of Medicine
270-A Meiling Hall
370 West Ninth Avenue–Room 270-A
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(614) 422-7137

Recruitment. Active recruitment of minority students at the community, junior high school, high school, and undergraduate levels is conducted by members of the administration, faculty, students, and alumni. Recruitment is coordinated with the Office of Minority Affairs, and the other health professional schools at The Ohio State University through the College of Medicine Student Affairs Office.

Admissions. All applicants for admission are evaluated by the Admissions Committee of the College of Medicine. Every effort is made to include individuals representative of all segments of society with a variety of backgrounds, medical career goals, and aspirations. Applications from minorities are encouraged, and every effort is made by the Admissions Committee to assist the minority student to become a successful applicant. The Committee is made up of full-time faculty members of the College of Medicine.

Academic Aid Programs. A strong tutorial program is available to all students enrolled in the College of Medicine encountering academic difficulty. Any student not successful with tutorial help while enrolled in the regular curriculum is offered an opportunity to enter an individualized program. In this program, the student is evaluated by a special committee, areas of weakness are identified, and an individualized remedial program designed. This program allows the student to enroll in the appropriate undergraduate and graduate courses to strengthen areas of weakness while maintaining enrollment in the College of Medicine. Specially designed faculty tutorial sessions in the basic sciences are provided students in the individualized program. Upon successful completion of the individualized program, the student returns to the regular curriculum.

Summer Programs. An 11-week pre-entry summer academic enrichment program is offered to students accepted at the College of Medicine before they begin medical school. Course work in anatomy and faculty tutorial sessions in biochemistry, neuroanatomy, histology, and embryology are provided. Computer-assisted instruction in physiology and test taking is available. Instruction in study skills is also offered. Student financial aid is available for tuition, room, and board. Any student who applies and is accepted at the College is invited to participate in the summer pre-entry program.

Student Financial Assistance. The Ohio State University Office of Financial Aid has a staff to counsel medical students and assist them in financial planning. There are university scholarship and grants available to minority students. The National Medical Fellowships Inc. provides assistance to first- and second-year students. All scholarships and grants awarded at The Ohio State University are made on the basis of demonstrated financial need. Financial aid in the form of loans is available, e.g., Guaranteed Student Loan, National Direct Student Loan and the Health Professions Loan. Students are encouraged to begin financial planning for their medical school education early. If financial problems are anticipated, students are urged to contact the Office of Medical Student Affairs.

Wright State University
School of Medicine

Address inquiries to
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Coordinator of Special Projects
Wright State University
School of Medicine
P.O. Box 1751
Dayton, Ohio 45401
(513) 873-2934

Recruitment. The School of Medicine offers a number of programs intended to increase the number of minority students entering the medical profession. In order to reach minority students as early as possible, two summer programs are aimed at high school juniors and seniors. "Horizons in Medicine" provides both exposure to the medical sciences and also work experiences in area health care settings, while the "Research Apprentice Program" matches the interest of a promising student with that of a faculty member and provides an opportunity for experience in a research laboratory. At the college level, seminars and workshops are offered throughout the year to minority students in the area on topics concerning the medical profession and on the process of applying to medical school. Minority students enrolled in the School of Medicine participate in the development and presentation of these seminars and workshops.

Admissions. Admission to the School of Medicine is guided by a philosophy dedicated to increasing the number of students from racial, ethnic, and socioeconomic backgrounds underrepresented in medicine. The Admissions Committee considers not only the academic record, but, in addition, biographical and personal comments. An admissions decision is reached only after evaluation of an individual's interpersonal skills, motivation, maturity, dedication to human concerns and interest in medicine. The membership of the Admissions Committee includes not only full-time faculty, but, in addition, practicing physicians, undergraduate instructors and representatives from the local community. There is a significant minority representation on the Committee.

Academic Aid Programs. In order to assist students in meeting the demanding standards for promotion and graduation, a degree of flexibility is permitted in scheduling curricular requirements. Students who need a slower paced curriculum in order to adjust to the rigors of medical school may request a schedule in which the requirements for graduation are completed in five years rather than the usual four years. For the individual who experiences difficulty with a particular subject, an opportunity to remediate usually exists during a two week period immediately following the course. Alternatively, students may enrich their learning by taking special electives during that time.

Students who need to improve their learning ability are supported by a special individualized program designed to help them improve skills such as time management, note-taking, organization and test-taking. Support in mastering subject matter of the freshman year is provided by an extensive peer tutorial system which is available to all students.

Summer Programs. In addition to the "Horizons in Medicine" and "Research Apprentice Program" described above which are available to high school students, an 8-week summer program is available to those college students who have been accepted and will enroll in the next freshman class at the School of Medicine. This prematriculation program emphasizes preparation for the courses in Biochemistry and Gross Anatomy, as well as improvement of learning skills.

Also, the School of Medicine has received an HCOP grant entitled "Preparation of Minorities for Medical Careers," and the purpose of the program is to better prepare minority college students for successful entry and retention in medical school by academic intervention, improvement in learning skills and strengthening of adaptive skills desirable for coping with the rigors and environment of medical education.

Student Financial Assistance. Applicants whose AMCAS fee has been waived may request waiver of the Wright State application fee at the time they submit their supplementary applications. Financial aid is administered by the Office of Student Affairs/

Admissions of the School of Medicine in cooperation with the Office of Financial Aid of the University. Information concerning loans and scholarships available can be obtained from the Office of Student Affairs/Admissions. The local minority professional society awards several scholarships each year specifically to minority students.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	1/0	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	4	4/0	—	1	0/1	—	0	0/0	0	0	0/0	0
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	2	0/2	—	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	2	0/2	—	0	0/0	0	0	0/0	0	0	0/0	0
All Years	5	3/2	—	1	0/1	—	0	0/0	0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	0	0	2
American Indian	0	0	0
Me—ican American/Chicano	0	~~0~~	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	8	7/1	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	10	9/1	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	31	17/14	—	0	0/0	—	0	0/0	—	0	0/0	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	10	7/3	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	11	8/3	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	36	23/13	—	0	0/0	—	0	0/0	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	8	4	4
American Indian	0	0	0
Mexican American/Chicano	0	2	0
Mainland Puerto Rican	2	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	10	2/8	—	0	0/0	—	0	0/0	—	1	0/1	—
Enrolled												
First-Year	15	6/9	—	0	0/0	—	0	0/0	—	1	0/1	—
All Years	41	25/16	—	1	1/0	—	3	3/0	—	1	0/1	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	7	3/4	—	1	0/1	—	1	1/0	—	0	0/0	—
Enrolled												
First-Year	9	4/5	—	1	0/1	—	1	1/0	—	0	0/0	—
All Years	40	22/18	—	2	1/1	—	3	3/0	—	1	0/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	7	5	12
American Indian	0	0	1
Mexican American/Chicano	1	2	0
Mainland Puerto Rican	0	0	0

The University of Oklahoma College of Medicine

Address inquiries to
Office of Minority Student Services and Recruitment
The University of Oklahoma
College of Medicine
P.O. Box 26901
Oklahoma City, Oklahoma 73190
(405) 271-2416

Recruitment. The University of Oklahoma Health Sciences Center has established the Office of Minority Student Services and Recruitment (MSSR) to handle and coordinate all recruitment activities for minority groups. College visits are regularly made through premed advisors, placement officers, and individual contacts or referrals. MSSR participates in career orientation seminars, job fairs, and other similar activities. Special recruitment films and slides are being developed. Student groups are also invited to visit the Health Sciences Center to expose and motivate individuals to the health careers.

Admissions. The Admissions Committee is designed to include representatives from minority groups. The potential of every candidate is carefully assessed to assure that the entering class will be representative and of the highest quality possible.

Academic Aid Programs. The College of Medicine has a student retention program in which faculty and students provide tutoring for students who experience academic difficulty.

MSSR provides additional tutorial services, guidance and counseling services, and referrals for financial and other needed services.

Summer Programs. A summer program entitled "Career Opportunities in the Health Services" is available for minority high school students (juniors or seniors). A select number of students spend the summer at the Health Sciences Center Campus working in laboratories. At the beginning of the summer each student is assigned to a faculty member conducting research. The student assists in current research in his advisor's laboratory, or performs experiments especially designed for him. In addition, each student receives a small monthly stipend.

OUHSC has a Health Career Opportunity Program for minority and disadvantaged students. College students who have an interest in the health professions will be invited to spend the summer on the HSC campus preparing for application to the professional schools. Housing will be provided and each participant will receive a monthly stipend.

The Health Careers Pathway Program at the University of Oklahoma Health Sciences Center is designed to recruit, admit, retain and graduate students from disadvantaged and racial minority backgrounds who have an interest in an aptitude for health careers. There are three components of the Health Careers Opportunity Program (HCOP), they are: 1. Health Sciences Enrichment Institute, an eight week summer program designed to provide preliminary undergraduate education (non-academic) to participants. The program includes diagnostic skill development in reading and communication, course instruction in mathematics, and the basic sciences and field strips; 2. Pre-Admissions Workshop, designed to enhance the competitiveness of students applying to medical school. The workshop includes a review of the MCAT, communication skills which will involve videotaping of mock interviews and a general orientation to the health professions and health sciences environment; 3. The Deferred Admissions Status Program, allows a select group of students who have been denied admission an opportunity to enhance their chances of being admitted during the next admissions period. The students will be allowed to enroll in basic sciences courses at the Health Sciences Center in the Graduate College in a special student status for a period of one year. Participants will receive counseling and tutorial support.

Student Financial Assistance. The Oklahoma Regent's Scholarship Fee Waiver provides scholarship support to entering minority students in the amount of their base in-state tuition rate up to eighteen hours per semester or, in the case of medical and dental students, the block in-state tuition rate. The scholarships are awarded competitively on the basis of scholastic ability and financial need. Students may apply after their acceptance to the University.

The Oklahoma Rural Medical Education Loan and Scholarship Fund provides financial assistance to residents of Oklahoma who are engaged in the study of medicine and who have as their professional goal the practice of medicine in one of the smaller communities in the state. The Ungerman Trust provides monies for Black and American Indian students in medical school. The Professional Study Grant through the Oklahoma State Regents for Higher Education awards monies to students for their first 2 years of study. In addition, there are federal monies available as loans.

The College of Medicine does not as a practice provide financial help to any students for expenses associated with interviews.

Oral Roberts University School of Medicine

Address inquiries to
Dr. Milton C. Olsen
Assistant Dean for
Admissions and Student Affairs
Oral Roberts University
School of Medicine
8181 S. Lewis Ave.—52C01
Tulsa, Oklahoma 74137
(918) 493-8046

Recruitment. Oral Roberts University School of Medicine is in regular contact with several institutions that offer augmented academic skills training for students from groups underrepresented in medicine. It is the goal of this school of medicine to encourage application from and matriculation of individuals from ethnic or educationally disadvantaged backgrounds who are willing to return to these underserved areas for medical practice.

A special study skills program is currently being developed at Oral Roberts University that will help meet these needs..

Admissions. All applicants for admission are evaluated by the Admissions Committee of the School of Medicine. The Admissions Committee carefully reviews applications from ethnic or educationally disadvantaged individuals to recommend interviews for all competitive applicants.

Academic Aid Programs. Individual attention and support are provided to each student experiencing academic difficulty. Tutorial sessions are provided within the regular class schedule, and individual counseling is available through a faculty advisor as well as through the Office of Student Affairs.

Student Financial Assistance. All financial assistance is awarded on the basis of need and may include a combination of loans, grants, and scholarships.

The Healing Team Loan Program provides tuition, fees, and living expense stipend for students willing to commit to year- for-year payback in high need areas.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	70	34/36	1.4	7	4/3	28.6	13	9/4	0	5	5/0	20.0
Accepted	2	1/1	0	0	0/0	0	2	0/2	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	1	0/1	0	0	0/9	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	1	0/1	0	0	0/0	0
All Years	2	1/1	0	1	1/0	0	1	0/1	0	0	0/0	0
1986-87												
Applied	60	30/30	5.0	8	3/5	25.0	9	8/1	0	3	0/3	33.3
Accepted	1	0/1	0	1	0/1	100.0	1	1/0	0	0	0/0	0
Matriculated	1	0/1	0	1	0/1	100.0	1	1/0	0	0	0/0	0
Enrolled												
First-Year	1	0/1	0	1	0/1	100.0	1	1/0	0	0	0/0	0
All Years	1	0/1	0	2	1/1	50.0	2	1/1	0	0	0/0	0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	1	0	0
American Indian	0	0	1
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Oregon Health Sciences University School of Medicine

Address inquiries to
Beth Britton
Associate Director
Office of Minority Student Affairs
Oregon Health Sciences University
School of Medicine
3181 S.W. Sam Jackson Park Road
Portland, Oregon 97201
(503) 225-7574

Recruitment. The Office of Minority Student Affairs and the Office of Admissions coordinate the University's recruitment activities. Cooperative efforts exist with secondary schools, community colleges, universities and community agencies which have health career education as one of its functions. Linkages are maintained with administrators and counselors throughout the state. Information, guidance and active encouragement are provided. Campus tours are offered to high school juniors and seniors and college students. Groups of students are invited to meet faculty and health care practitioners, see research labs, visit classrooms, and to find out more about admission requirements. Special programs (the Minority High School Mentorship Pro gram, Minority High School Student Research Apprentice Program) are targeted for ethnic students who represent groups considered underrepresented in the health and science professions.

Admissions. A goal of the Admissions Committee is to consider for admissions qualified applicants from underrepresented minority groups. Candidates are reviewed by the School of Medicine Admissions Committee which consists of Basic Science and Clinical faculty (MD's, PhD's) and the Director of Admissions. The selection process is based on academic performance, growth of academic record, personal interview and significant personal qualities.

Academic Aid Programs. Guidance and advising in the areas of educational, career, personal and social considerations are available. Psychological resources are available through the Student Health Services.

Summer Programs. None.

Student Financial Assistance. All students have equal access to financial aid offered by the Oregon Health Sciences University School of Medicine. There are currently no loan or scholarship programs set up specifically for minority or disadvantaged students. A cooperative effort between the Office of Minority Student Af fairs and the Financial Aid Office seek to identify sources available designated for ethnic minorities from private organizations and some foundations.

Hahnemann University
School of Medicine

Address inquiries to
Fredericka E. Waugh,
Director, The Resource System
School of Medicine
of the Hahnemann University
Broad and Vine Streets
Mail Stop #447
Philadelphia, Pennsylvania 19102
(215) 448-8333

Recruitment. Hahnemann's recruitment program is designed to identify, motivate, and inform minority and other individuals from disadvantaged backgrounds to explore medical careers, and apply to medical college. Recruitment activities include visitations to undergraduate colleges, high school programs, and other graduate and professional career awareness conferences. In addition, orientation visits to the medical college are provided to premedical advisors and students.

Recruitment activities are carried out primarily by the Minority Admissions Coordinator. However, faculty and medical students also participate in recruitment activities.

Admissions. All applicants must apply through the American Medical College Application Service (AMCAS), and request that their application along with their Medical College Admission Test scores be forwarded to Hahnemann. Upon receipt of these materials applicants will be requested to send an application fee. This fee may be waived. Requests for an application fee waiver should be made to the Director for Medical School Admissions. Those students who receive an AMCAS fee waiver will automatically be granted a Hahnemann application fee waiver. Those students who have not received an AMCAS fee waiver should request a letter from their undergraduate financial aid officer attesting to their financial need.

Letters of recommendation should be sent directly to Hahnemann. Generally, a letter from the pre-professional committee at the undergraduate school is required. However, individual letters of recommendation from professors of physics, chemistry, and biology may be substituted. It is suggested that letters of recommendation be sent directly to the Admissions office of Hahnemann U. School of Medicine.

Every applicant requesting special consideration due to racial/ethnic status or economic deprivation is automatically referred to The Resource System (TRS). These individuals are identified primarily through the American Medical College Application Service. The AMCAS process provides an opportunity for every student to identify himself/herself according to racial/ethnic and/or economic status.

Once an application is complete the TRS staff is very involved in the admissions process. The Director of the TRS reviews applications from all minority or disadvantaged applicants and selects those to be interviewed. While selection for an interview is based on standard admissions criteria, i.e., grades, test scores, and letters of recommendation, factors such as motivation and background do play a significant role in the selection process.

Once interviewed, the applicant is presented before the Subcommittee for Minority and Disadvantaged Students. The Subcommittee is a standing committee of the School of Medicine Admissions Committee and consists of TRS staff, Admissions Committee members, and the Director of Medical School Admissions. The Subcommittee reviews the entire application taking into consideration such factors as race, motivation, educational background, and economic disadvantage. Finally, the recommendation of the Subcommittee is presented before the full Admissions Committee and a decision on the applicant is made.

Academic Aid Programs. Through The Resource System, Hahnemann offers an array of support services designed to maximize the retention of minority medical students. These support services include tutorial assistance, counseling, and a flexible curriculum (five-year program).

Tutorial assistance either from faculty or third and fourth-year medical students is available to any student. Tutoring is done via small groups and/or individually.

Counseling—when needed is provided through members of The Resource System

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	6	4/2	—	4	3/1	—	1	1/0	—	0	0/0	—
Enrolled												
First-Year	7	5/2	—	4	3/1	—	1	1/0	—	0	0/0	—
All Years	24	15/9	—	17	10/7	—	9	6/3	—	1	1/0	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	6	2/4	—	4	4/0	—	1	1/0	—	0	0/0	—
Enrolled												
First-Year	6	2/4	—	4	4/0	—	1	1/0	—	0	0/0	—
All Years	27	15/12	—	24	17/7	—	4	3/1	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	3	3	7
American Indian	4	3	12
Mexican American/Chicano	1	0	2
Mainland Puerto Rican	1	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	1	1/0	—	0	0/0	—	1	0/1	—	0	0/0	—
Enrolled												
First-Year	1	1/0	—	0	0/0	—	1	0/1	—	0	0/0	—
All Years	1	1/0	—	0	0/0	—	2	1/1	—	0	0/0	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	0	0/0	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	0	0/0	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	1	1/0	—	0	0/0	—	0	0/0	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	0	0	0
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	1	0	0

Committee who are faculty within the Department of Mental Health Sciences. Academic advisement is provided through TRS Committee members. There also exists a variety of counseling services throughout the institution such as spouse groups for married students and relaxation therapy exercises.

Certain students may be admitted whose academic credentials are lower than those of typical candidates, but who possess outstanding non-cognitive qualities, who have overcome significant disadvantages in their background, or demonstrate exceptional potential for the study of medicine and service to society. Such students will be required to participate in the pre-enrollment summer enrichment program, and based upon their performance in the program it will be determined whether she/he will enter the four or five-year curriculum. A student selected for the five-year curriculum may not opt for a shorter course of study.

Summer Programs. The Resource System sponsors a pre-enrollment Summer Academic Enrichment Program (SAEP). The SAEP is designed to acclimate incoming minority medical students to the medical school curriculum. This is accomplished through didactic instruction in histology, physiology, and biochemistry. All courses are taught by Hahnemann faculty. The SAEP also provides learning skills instruc tion in the areas of time-management, exam-taking, note-taking, and memoriza tion skills. Finally, the SAEP offers clinical exposure to those students in the program.

The SAEP is only available to those students who have been accepted to the medical college. There is no tuition charge, and students are provided room and board during the eight-week program. All books used during the SAEP are provided by the program and, in many instances, are the same books used during the regular academic year.

Student Financial Assistance. As stated previously, the application fee for minority disadvantaged students may be waived upon certification of financial need by the financial aid officer at the institution the student is currently attending.

Hahnemann recognizes that without a commitment to assist students in meeting their financial need our efforts to recruit, admit, and graduate minority physicians would be fruitless. Therefore, the institution does provide financial aid assistance to those minority disadvantaged students admitted. This assistance is in the form of tuition scholarships, i.e., tuition waivers. Tuition waivers are awarded to students based on their financial need as determined by the Graduate and Professional School Financial Aid Service (GAPSFAS). Once a student's financial need is determined The Resource System Director and Financial Aid Officer work closely in an effort to see that the need is met. Presently, on the average, approximately one-half of each minority disadvantaged student's tuition is waived by the institution. Since the inception of the Flexible Curriculum Program in 1970, (now TRS), Hahnemann has provided over $2 million in tuition waivers to minority disadvantaged students.

Jefferson Medical College of Thomas Jefferson University

Address inquiries to
Dr. George A. Alexander
Associate Dean of Student Affairs
and Minority Affairs
Jefferson Medical College
1025 Walnut Street, Room 106
Philadelphia, Pennsylvania 19107
(215) 928-6763

Recruitment. Jefferson Medical College is sensitive to the problems of minority and other disadvantaged students. We encourage students from Black colleges and out-of-state residents to apply. We actively recruit qualified applicants from minority groups which are underrepresented in American medicine. Included in these groups are Black Americans, American Indians/Alaskan Natives, Mexican Americans, and Mainland Puerto Ricans.

The Section on Minority Affairs of the Office of Student Affairs provides information regarding opportunities in health professions, counseling, assistance with the admission process, coursework planning, and maintains liaison with college and high school guidance counselors. We try to ease the transition from undergraduate school to medical school.

Jefferson Medical College participates in a Thomas Jefferson/South Philadelphia High School program as a means of producing future potential minority medical school applicants. Several high school students are awarded Summer Biomedical Research Apprenticeships in cooperation with The National Institutes of Health. We maintain cooperative programs with area undergraduate colleges and send representatives to the Harvard Summer Program and other similarly designed programs for recruitment.

Admissions. Jefferson Medical College participates in AMCAS (American Medical College Application Service). We encourage minority students from all states to apply for admission and urge them to identify themselves on the AMCAS application form. All minority applications are reviewed and a determination is made on which minority students receive an invitation for interview. Actions on all applicants are taken by the Admissions Committee.

Academic Aid Programs. After matriculation, departments in which any student experiences academic difficulty provide tutorial help. We have computerized assisted and traditional faculty tutorial programs for those who need academic reinforcement. Any academic adjustment required on an individual basis is arranged through the Office of Medical Education with cooperation of the Committee on Student Promotion.

Student Financial Assistance. All students at Jefferson Medical College in financial need are aided from the school's regular student financial aid funds. However, minority and disadvantaged students have additional sources available to them provided through the personal generosity of members of the Board of Trustees and some foundations.

Waivers of Jefferson's application fee are accepted if AMCAS has previously granted a fee waiver.

Other Pertinent Information. The Student National Medical Association has an official chapter at Jefferson Medical College. The SNMA holds regular meetings to discuss problems and to disseminate general information of mutual concern to minority students.

In gratitude to the late Dr. James H. Robinson for his many years of service in minority medical education.

Medical College of Pennsylvania

Address inquiries to
Dr. Clifton A. Ogburn
Associate Dean; Director, Minority Affairs
The Medical College of Pennsylvania
330 Henry Avenue
Philadelphia, Pennsylvania 19129
(215) 842-7012/7010

Recruitment. The Medical College of Pennsylvania has a strong commitment to the recruitment, retention, and graduation of minority and disadvantaged students. To aid in carrying out its goal of increasing the percentage of minorities in Medicine, the College has formed a Division of Minority Affairs in its Office of Student Affairs. The Director of Minority Affairs visits selected college campuses and participates in numerus career day programs and health career summer programs. Other senior administrative personnel, faculty, and students are also involved in the recruitment and retention process. The College is also in contact with high school students and college students through its affiliation with organizations (e.g. AFNA, ASPIRA) devoted to preparing, encouraging and providing motivations for minority students interested in careers in Medicine and the Sciences. Applicants are encouraged to contact the Director of Minority Affairs if they have questions about medical school programs or if they would like to visit the campus.

In 1985, The Medical College of Pennsylvania in association with Bryn Mawr College initiated a new program, funded by a grant from the Health Careers Opportunity Program (HCOP) of the Department of Health and Human Services, directed towards those from disadvantaged backgrounds who may previously have applied but not achieved medical school acceptance or who made a late decision to pursue a medical career. This program admits a selected number of minority or disadvantaged women and men to a program which includes one year of undergraduate level science at Bryn Mawr College followed by matriculation at The Medical College of Pennsylvania. It is hoped that this program will provide a useful model for bringing more minority and disadvantaged students into medicine.

Admissions. Application is through the AMCAS system. Only completed applications are considered. Fee waivers are granted upon request to applicants who have been approved for an AMCAS fee waiver. The applicant's academic record is of course a factor in selecting those who will be called for interview; however, numerous non-cognitive factors are taken into consideration in selecting students, such as motivation, maturity, perseverance, concern for others. All applicants are reviewed by the full medical student Admissions Committee, which is composed of twelve full time faculty members and includes minority representation. The Director of Minority Affairs is a voting member of the Admissions Committee. State of residence is not a consideration in selecting students.

Academic Aid Programs. The office of Student Affairs in conjunction with the office of Medical Education has developed several academic and personal support programs which are available to all students. (1) Faculty Advisory System. Each student is assigned a faculty member who meets with the student periodically to discuss academic or personal concerns. (2) Program for Academic Support (PASS). Student can obtain academic counseling, study skills analysis and coaching in test taking skills. (3) Tutorial Support Program (TSP). Students having difficulty in medical subjects may obtain tutoring on an individual basis from advanced medical or graduate students who are specifically chosen for their level of knowledge and their teaching skills.

Students at the college have found that the teaching faculty is readily available and willing to provide additional academic assistance when needed.

Summer Programs. As part of the HCOP Program described above (Recruitment), The Medical College of Pennsylvania will initiate an eight week summer program in 1986 which, in addition to students accepted by way of the program with Bryn Mawr College, will include students who have been admitted to The Medical College of Pennsylvania through the traditional route. The total number of students in the program will not exceed fourteen. This summer prematriculation program will provide overviews of first year science courses. In addition, a learning skills specialist will be available for daily consultation with students to reinforce note-taking skills, learning techniques and test taking skills.

Student Financial Assistance. Financial aid is determined on the basis of need as assessed by GAPSFAS. The Director of the Financial Aid Office provides counseling to each student and develops a financial aid package commensurate with the needs of the individual student. The Financial Aid Office also helps students obtain funds from private sources and advises students on the repayment of the student loans. Waivers of application fees are granted to students who have been approved for AMCAS fee waivers.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	8	4/4	—	0	0/0	—	3	2/1	—	2	1/1	—
Enrolled												
First-Year	13	5/8	—	0	0/0	—	3	2/1	—	3	2/1	—
All Years	50	26/24	—	1	0/1	—	6	5/1	—	6	4/2	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	23	11/12	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	26	13/13	—	0	0/0	—	1	0/1	—	1	0/1	—
All Years	57	28/29	—	1	0/1	—	5	4/1	—	5	4/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	13	8	12
American Indian	0	0	0
Mexican American/Chicano	0	1	2
Mainland Puerto Rico	1	2	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	190	84/106	21.1	9	5/4	22.2	38	23/15	0	36	20/16	22.2
Accepted	11	5/6	27.3	3	2/1	33.3	10	6/4	0	12	8/4	41.7
Matriculated	4	2/2	0	0	0	0	2	1/1	0	3	2/1	66.7
Enrolled												
First-Year	4	2/2	0	0	0	0	2	1/1	0	3	2/1	66.7
All Years	19	12/7	21.1	2	2/0	50	6	4/2	0	10	7/3	30.0
1986-87												
Applied	215	104/111	18.6	8	3/5	0	37	23/14	0	27	17/10	11.1
Accepted	34	16/18	14.7	1	1/0	0	3	1/2	0	6	2/4	16.7
Matriculated	6	3/3	33.3	0	0	0	3	1/2	0	0	0	0
Enrolled												
First-Year	8	3/5	25.0	0	0	0	4	1/3	0	0	0	0
All Years	18	10/8	27.8	1	1/0	100	6	2/4	0	7	5/2	28.6

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	7	3	4
American Indian	1	0	1
Mexican American/Chicano	3	0	1
Mainland Puerto Rican	1	1	4

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	213	73/140	26.8	8	2/6	25.0	22	12/10	0	40	21/19	25.0
Accepted	19	8/11	36.8	1	0/1	0	3	2/1	0	6	4/2	66.7
Matriculated	7	4/3	57.1	1	0/1	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	12	4/8	58.3	1	0/1	0	2	1/1	100.0	0	0/0	0
All Years	36	12/18	50	2	1/1	0	2	1/1	100.0	3	2/1	0
1986-87												
Applied	238	87/151	21.0	10	2/8	10.0	23	12/11	0	25	14/11	12.0
Accepted	36	11/25	30.6	2	0/2	0	3	1/2	0	6	2/4	16.7
Matriculated	6	1/5	33.0	0	0/0	0	0	0/0	0	2	1/1	50.0
Enrolled												
First-Year	8	2/6	50.0	0	0/0	0	0	0/0	0	2	1/1	50.0
All Years	25	9/16	52.0	2	1/1	0	2	1/1	100.0	3	2/1	33.0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	9	4	5
American Indian	0	0	1
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	2	0	1

Pennsylvania State University College of Medicine

Address inquiries to
Dr. Alphonse E. Leure-duPree
The Pennsylvania State University
College of Medicine
Office of Student Affairs
P.O. Box 850
Hershey, Pennsylvania 17033
(717) 534-8755

Recruitment. The Pennsylvania State University College of Medicine is actively involved and strongly committed to the recruitment of minority groups which are underrepresented in medicine. The recruitment program includes:

1. Visitations by faculty and students to high schools and universities in Pennsylvania and neighboring states. During 1986–87 approximately ten schools were visited.
2. Orientation visits to medical schools. Students, faculty, and administrators host groups of interested minority students who visit our campus.
3. National minority conferences and workshops. Faculty and students are registrants and participants in national conferences and workshops.
4. Career days. School representation is apparent at selected career day programs.

Admissions. Although there is neither a separate Admissions Committee nor a separate policy employed in the selection of minority students, the Committee recognizes and gives consideration to special features of an applicant's background and experience. There is minority representation on the Medical Selection Committee, and both minority faculty and currently enrolled students are participants in the candidate's interview schedule. No student is admitted who cannot, in the judgment of the Committee, complete the graduation requirements and fulfill our academic standards.

Academic Aid Programs. The Assistant Dean for Student Affairs and the course directors work together to identify students who may be experiencing academic difficulty. Students can obtain individual tutorial assistance or group tutorial help. Computerized assistance is also available in selected courses. In addition, each student has a faculty advisor who is an important part of the educational system. The faculty advisor is a source of general support of students in the areas of academic, personal, and social counseling. Study skills, time management, and stress management programs are also available. A restructuring of the student's curriculum may also be employed to assist in mastery of course material.

Summer Programs. The Pennsylvania State University College of Medicine does not offer a summer academic reinforcement program. Individual emplolyment opportunities may be available.

Student Financial Assistance. In addition to need-based financial aid, the school provides Dean's Scholarships ($5,000–$10,000 for four years) to competitive minority applicants who have been accepted.

University of Pennsylvania School of Medicine

Address inquiries to
Dr. Helen O. Dickens
Associate Dean, Minority Affairs
(215) 662-3315
or
Dr. Karen E. Hamilton
Assistant Director, Minority Affairs
University of Pennsylvania
School of Medicine
1 Medical Education Building
36th and Hamilton Walk
Philadelphia, Pennsylvania 19104
(215) 898-4409

Recruitment. The Office of Minority Affairs is directly responsible for the recruitment of students from minority groups which are underrepresented in American medicine. Recruitment efforts are both short and long-term. Short-term efforts are directed toward college juniors and seniors who whill be applying to medical school. Long-term efforts include career counseling of college freshmen, sophomores, and high school students. The Associate Dean for Minority Affairs, the Associate Director for Minority Affairs and, whenever possible, enrolled minority students visit selected colleges and universities throughout the country to speak with students interested in a career in medicine.

In addition, the Office of Minority Affairs sponsors luncheons for minority applicants invited to admissions interviews. The Director of Admissions, the Associate Dean for Academic Programs, minority students and often some minority faculty members attend to provide information about policies and procedures, curriculum, research opportunities and student life.

The Office of Minority Affairs also serves as host to faculty and students from various undergraduate colleges and community organizations interested in the School of Medicine. Currently, it is involved in the AFNA Program (The American Foundation of Negro Affairs) and ASPIRA, Inc. of Pennsylvania. Information is provided regarding undergraduate courses needed to prepare for medical school, financial aid and housing.

Underrepresented minority enrollment is approximately 11% (seventy minority students are currently enrolled) of the total student body (660 students). This includes 20 sophomores (13% of the second year class); 16 juniors (8% of the third year class) and 13 seniors (18% of the fourth year class). Approximately 35% of the total enrollment is female; 26 minority females are enrolled.

Admissions. The Office of Minority Affairs works with the Admissions Office to facilitate applications from minority students to the School of Medicine. The Associate Dean for Minority Affairs, minority faculty and enrolled students participate on the Interviewing Panel and the Admissions Committee. While assessing an applicant's undergraduate academic performance, the Committee also gives consideration to special features of background and experience which may contribute to a candidate's potential for a medical career. The Admissions Committee will not admit any student who is believed to be unable to complete our core graduate academic performance.

Academic Aid Programs. The Associate Dean for Student Affairs and the course directors work together to identify any student who may be experiencing academic difficulties. The Associate Dean for Minority Affairs and the Associate Director for Minority serve as academic advisors for the minority students. Moreover, faculty members are made available to those students who wish academic reinforcement. If a student fails a course, he or she has the opportunity to take another exam or, if indicated, repeat the course.

The Office of Minority Affairs and the enrolled minority students have developed academic reinforcement programs in the form of review sessions for the basic science courses, peer tutoring, lectures, case presentation seminars, workshops and health awareness projects (such as blood pressure screening) to enhance the curriculum. These programs are continuous and are designed to foster interaction between minority students and the minority medical community.

Counseling. The Associate Dean and the Associate Director for Minority Affairs are informed and responsible advocates for the minority students whenever they may desire assistance, for counseling is an integral part of our retention efforts. It is offered in all areas: personal, financial, residential, sociocultural as well as academic. Further, each entering freshman is assigned to an upperlass student advisor the summer prior to matriculation. All medical students are also assigned a basic science faculty advisor and a clinical science faculty advisor in accordance with the School's advisory system.

Student Financial Assistance. Financial aid is determined on the basis of need, for all students, after being accepted into our program. The amount of financial aid provided depends on the amount available in the School of Medicine's financial aid sources. In most instances, students receive financial assistance which includes university scholarships and loans, and loans obtained from non-University sources. It should be noted that no student has ever been dismissed from the School of Medicine for financial reasons.

University of Pittsburgh
School of Medicine

Address inquiries to
Dr. Carolyn M. Carter
Assistant Dean of Student Affairs
The University of Pittsburgh
School of Medicine
M-247 Scaife Hall
Pittsburgh, Pennsylvania 15261
(412) 624-1498

Recruitment. The Assistant Dean for Student Affairs, the Student National Medical Association and faculty participate in the recruitment of minority students. Visits are made to minority and majority colleges as well as summer programs for recruiting purposes. The Premedical Committee of our own university encourages undergraduate minority students to apply. Applicants are invited each year for a day in Pittsburgh to meet other students, to be interviewed, to tour the school, and to meet our faculty.

There are occasional visits to high schools. Tours at the medical school are arranged for college and high school students. These activities are carried on principally by the Assistant Dean of Student Affairs. In addition, an Explorers Program composed mostly of local high school students, meets throughout the year at the medical school for a variety of medically related experiences.

Admissions. The composition of the eighteen-member Admissions Committee included black faculty, who are practicing physicians, and receive no recompense from the University. The Assistant Dean of Student Affairs screens applicants and participates in the Committee's selection of candidates. Life experiences, essay, MCAT scores, recommendations, and grade point averages are reviewed by the Committee in its selection process.

Academic Support Programs. Any enrolled student at the University of Pittsburgh School of Medicine who requests extra help, tutoring, or special seminars receives such assistance as a matter of routine. Also, faculty and/or administrators recommend tutoring to students who appear to need help. Both students and faculty offer tutoring services. The student who encounters difficulty during the first year may drop one course in the second semester and complete the course requirements at a later time. The student also has the option to repeat the entire first year. Program provides help in sharpening learning skills and in individual counseling as needed. Evaluation procedures are flexible and constant guidance is maintained. The Retention Committee is responsible for identifying and remedying difficulties before failure occurs.

Summer Program. The Medical School funds an eight-week Summer Enrichment Program for undergraduate college minority disadvantaged students interested in a medical career. While rising seniors and juniors are sought, other college students are also enrolled.

Summer Prematriculation Program is a six week summer program which provides an academic orientation to the medical school for newly admitted students which will facilitate their transition to medical school. The program includes first year-first term courses—gross anatomy, histology, and biochemistry. Additionally, learning skills such as note taking, memorizing, how to take examinations (essay and K type questions), and time management are emphasized.

Student Financial Assistance. The National Medical Fellowships provides support for first and second-year minority students. All students are awarded loans on the same basis. Determination of these awards are made on the basis of special problems, total indebtedness, and total need of each student. These loans are awarded by the School of Medicine.

Other Pertinent Information. The Student National Medical Association sponsors a Guest Lecturer Series to focus attention on the contributions Blacks have made in academic, clinical, and administrative medicine. The lecture series provides role models for minority students at Pitt and, broadens the experience of the entire Medical School Committee. The school administration and faculty contribute financially and offer personal support for this program.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985–86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	8	3/5	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	14	5/9	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	47	25/22	—	0	0/0	—	0	0/0	—	0	0/0	—
1986–87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	14	10/4	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	18	11/7	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	49	26/23	—	0	0/0	—	0	0/0	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985–86	1986–87	1987–88 (est.)
Black American	12	7	7
American Indian	0	0	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	1	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	100	47/53	—	4	1/3	75.0	11	8/3	9.1	22	14/8	45.5
Accepted	8	4/4	—	1	0/1	100.0	0	0/0	0	0	0/0	0
Matriculated	2	0/2	—	1	0/1	100.0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	3	1/2	—	1	0/1	100.0	0	0/0	0	0	0/0	0
All Years	9	4/5	—	1	0/1	100.0	1	1/0	100.0	0	0/0	0
1986-87												
Applied	103	44/59	—	3	1/2	33.3	15	6/9	0	8	3/5	37.5
Accepted	17	8/9	—	0	0/0	0	1	1/0	0	0	0/0	0
Matriculated	11	6/5	—	0	0/0	0	1	1/0	0	0	0/0	0
Enrolled												
First-Year	12	6/6	—	0	0/0	0	1	1/0	0	0	0/0	0
All Years	18	8/10	—	1	0/1	100.0	2	2/0	100.0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	1	1	4
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State* Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	268	120/148	11.2	12	8/4	8.3	43	20/23	0	52	30/22	15.4
Accepted	33	21/12	3.0	4	2/2	0	0	0/0	0	10	8/2	20.0
Matriculated	9	4/5	11.1	2	1/1	0	0	0/0	0	3	3/0	33.3
Enrolled												
First-Year	9	4/5	11.1	2	1/1	0	0	0/0	0	3	3/0	33.3
All Years	36	16/20	13.0	2	1/1	0	2	2/0	0	10	9/1	33.3
1986-87												
Applied	266	122/144	11.3	4	1/3	0	51	32/19	0	41	27/14	7.3
Accepted	36	19/17	8.3	0	0/0	0	5	5/0	0	6	5/1	0
Matriculated	10	5/5	20.0	0	0/0	0	3	3/0	0	4	4/0	0
Enrolled												
First-Year	10	5/5	20.0	0	0/0	0	3	3/0	0	4	4/0	0
All Years	42	19/23	11.8	2	1/1	0	3	3/0	0	10	10/0	25.0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	3	13	7
American Indian	0	0	0
Mexican American/Chicano	1	0	1
Mainland Puerto Rican	4	2	1

Temple University School of Medicine

Address inquiries to
Charles S. Ireland, Jr.
Assistant Dean
Temple University
School of Medicine
3400 North Broad Street
Philadelphia, Pennsylvania 19140
(215) 221-3653

Recruitment. One of the units of Temple's RAR (Recruitment, Admissions, and Retention) Program actively recruits prospective medical students by making scheduled visits to undergraduate colleges and universities primarily in the mid-Atlantic region. Seminars are conducted with minority premedical societies, fraternities and sororities, and other student groups, providing them with comprehensive information on premedical requirements, course selection, and medical school application procedures in general.

These campus visits give interested students an opportunity to become familiar with Temple's particular medical curriculum, the criteria applicants should meet in order to be favorably considered for admission, and the nature of the experiences they can expect during their four years of training. Invariably, the RAR staff is called upon to counsel applicants about their financial aid and housing requirements and other personal and academic needs which require some planning.

The RAR program staff and minority medical students work closely with prospective medical students to heighten their awareness of the full scope of the RAR Program's services. Relationships are maintained with all campuses and groups to aid in the continuous development of future prospective applicants. Printed materials about RAR and Temple University School of Medicine are distributed to college counseling centers and placement offices, to student organizations, and to interested individuals. These and other forms of communication enable RAR to build rapport among college underclassmen. Any assistance that RAR can provide to advance a student's undergraduate academic progress toward the successful completion of a premedical or related program is gladly given.

A primary recruitment objective is to make sure that minority students obtain a realistic picture of what is involved in medical education. Following campus visits, prospective applicants are encouraged to maintain contact with the RAR Program. Many students spend a day or more at Temple touring the facilities and attending classes with first-year medical students. These arrangements can be made on an individual or group basis simply by contacting the Program. Recruitment is a continuous process that terminates only with an applicant's admission to medical school—Temple or another—or the crystallization of plans to pursue an alternative career.

Admissions. RAR Program staff assist in the processing of all applications from minority group students to the point where a decision regarding their admission is made by the school's Admissions Committee. Another service provided by the RAR staff is the positive profile that is developed for minority applicants for presentation to the Admissions Committee along with the regular application documents. The profile highlights the applicant's personal strengths and assets, and describes background circumstances so that the Committee has a composite impression of the candidate. Minority faculty and students serve on the Admissions Committee, and RAR staff members serve as resource persons to the Committee.

Academic Aid Programs. Temple's retention services include individual support to all enrolled students during the entire term of their medical education. Students utilize counseling services related to meeting the demands of personal, financial, social, cultural, and academic dimensions of their lives. Counseling services are available at the point of admission and continue to graduation. RAR staff develops and coordinates specialized activities to sharpen some students' learning techniques such as note-taking, reading, study habits, and test-taking. The staff also participates in the school's two retention subcommittees.

Summer Programs. Temple conducts the Summer Educational Reinforcement Activity (SERA). This is a voluntary program offered to all incoming minority and other selected freshmen to familiarize them with the School of Medicine. SERA is conducted during the months of June and July as a "dry run" of what is involved in the first year of medical training. In the first week of this seven-week program, students are acquainted with the overall setting of the School of Medicine including minority faculty, staff, alumni, and upperclassmen. During the remaining six weeks, students are taught segments of actual first-year courses such as anatomy, biochemistry, and physiology. At the same time, students are able to sharpen study techniques, form study groups with other minority students, and avail themselves of the wide range of academic resources in the School of Medicine. Each student receives help with any pre-enrollment problems that might occur such as housing, employment for a spouse, and child care.

Student Financial Assistance. Financial aid in the form of grants and loans is available to all minority students who show need. Individual attention is given to each applicant.

Ponce School of Medicine

Address inquiries to
Victor Madera
Dean of Administration
Ponce School of Medicine
P.O. Box 7004
Ponce, Puerto Rico 00732
(809) 840-2551

Recruitment. Due to the fact that in Puerto Rico there is no division by ethnic groups, there is no "minority students" classification. Specific information is provided to all public and private colleges and universities, particularly those with pre-med programs, on requirements for admission of the Ponce School of Medicine. The same information is provided to any applicant residing in the continental United States of America.

Admissions. The following criteria are considered by the Admission Committee: 1) GPA, 2) MCAT scores, 3) Grade point average in science courses, 4) Interview by the Admissions Committee members, 5) Bilingual ability (English and Spanish). Out of state students must be able to understand and speak Spanish.

Academic Aid Programs. Special retention programs are designed for Ponce School of Medicine students after careful evaluation by the Promotion Committee, the Academic Dean, and the final approval of the Dean of the School.

Summer Programs. No summer programs are offered by the School. Specific subjects may be offered if needed by students of the Ponce School of Medicine.

Student Financial Assistance. Limited student financial aid is provided to selected deserving students after their first year. Student Financial Aid Office assists all qualified students with applications to available state and federal student financial aid programs.

Other Pertinent Information. The Ponce Medical School Foundation is a non-profit organization with the purpose of operating the Ponce School of Medicine, formerly the Catholic University of Puerto Rico. The Ponce Medical School Foundation took over the operations of the School of Medicine on July 1, 1980, under the government of a Board of Trustees.

The Ponce School of Medicine, located at Ponce, Puerto Rico, the second largest city of the island, has established that applications for admission are considered on the basis of the qualifications of each applicant without regard to race, age, color, creed, sex, national origin, or physical handicaps. Students, faculty, and staff are assured of participation in programs and in the use of facilities of the school without discrimination.

University of Puerto Rico School of Medicine

Address inquiries to
Carmen M. Lopez-Maiz
Assistant Dean for Student Affairs
Office of Student Affairs
University of Puerto Rico
School of Medicine
G.P.O. Box 5067
San Juan, Puerto Rico 00936
(809) 751-6389

Recruitment. The School of Medicine participates in recruitment activities with the Medical Sciences Dean of Student's Affairs office. The activities on health professions study offerings consists of an annual career day and series of field visits to island wide academic centers. In addition, a recruitment and orientation program for candidates for admission to our medical school has been developed by the Admissions Committee and the Office of Student's Affairs of the School of Medicine. The program, which consists of offering information about the medical profession and the school admission requirements, includes visits to all interested colleges and universities. Students are also encouraged to visit the Medical Science Campus to meet with the medical students and the school faculty, and to get acquainted with the school program and facilities. Arrangements for these visits can be made through the Office of Student Affairs.

Admissions. Candidates are admitted to the freshman class on a competitive basis. The admissions process utilizes a formula that takes into consideration academic and non-academic factors. The academic factors include the General and Science Grade Point Average and the MCAT scores. To assess the applicant's skills and attributes, the Admissions Committee requires an evaluation by premedical advisors or recommendations from three professors and a personal interview conducted by a school faculty member according to established guidelines.

The Admissions Committee is composed of faculty members representing the basic and clinical sciences, and student representatives. The Dean of Students of the Medical Sciences Campus and the Dean of the School of Medicine are ex-officio members of the Committee.

Academic Aid Programs. A pre-orientation program for new matriculants is offered in June by the medical students and an orientation program is held during the first week of August. Both orientation programs are designed to acquaint the freshman class with the school's academic program, the methods of evaluation, the different services available to students and with the faculty, administration and student body.

The academic performance of each student is followed throughout the year by a Committee on Advancement appointed by the Dean for each educational level. These committees recommend the student's promotion or advise on other alternatives such as faculty advisement, remedial work, re-evaluations, and/or repetition of part or all of a year of studies.

The Office of Student Affairs provides orientation and counseling services to all students whose interpersonal problems interfere with their academic performance. Study skills services are made available to interested students. Faculty member advisors are appointed since the first year and students may request, according to their individual preferences, advice and/or tutorships from their basic or clinical sciences faculty. Psychological testing and psychiatric consultation are also available through the Student's Health Service.

Student Financial Assistance. Financial assistance is available for eligible qualified students from university, state, and federal government loan funds and other special trust funds. Educational costs covered by financial aid include tuition and fees, books, supplies and equipment, room and board, transportation, and personal expenses. In order to qualify students must meet the following requirements: U.S. citizen/permanent resident, accepted for enrollment or enrolled in the School of Medicine, in need of financial aid, and in good academic standing.

In addition, medical students benefit from summer employment opportunities and work study programs.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	493	222/271	11.4	9	6/3	44.4	35	21/14	0	51	35/16	21.6
Accepted	76	34/42	14.5	0	0/0	0	4	2/2	0	17	14/3	41.2
Matriculated	26	13/13	26.9	0	0/0	0	0	0/0	0	4	4/0	50.0
Enrolled												
First-Year	26	13/13	26.9	0	0/0	0	0	0/0	0	4	4/0	50.0
All Years	66	35/31	41.5	1	0/1	0	3	2/1	0	10	7/3	50.0
1986-87												
Applied	502	216/286	12.5	8	4/4	12.5	28	17/11	0	37	17/20	10.8
Accepted	73	29/44	19.2	0	0/0	0	6	3/3	0	8	4/4	12.5
Matriculated	23	10/13	39.1	0	0/0	0	0	0/0	0	4	2/2	25.0
Enrolled												
First-Year	23	10/13	39.1	0	0/0	0	0	0/0	0	4	2/2	25.0
All Years	73	37/36	34.8	1	0/1	0	2	1/1	0	12	7/5	75.0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	9	11	15
American Indian	0	1	0
Mexican American/Chicano	0	1	1
Mainland Puerto Rican	0	4	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	0	0/0	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	0	0/0	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	0	0/0	—	0	0/0	—	0	0/0	—	4	1/3	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	0	0/0	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	0	0/0	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	0	0/0	—	0	0/0	—	0	0/0	—	4	1/3	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	0	0	0
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	2	7

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	0	0/0	—	0	0/0	—	0	0/0	—	10	8/2	—
Enrolled												
First-Year	0	0/0	—	0	0/0	—	0	0/0	—	10	8/2	—
All Years	0	0/0	—	0	0/0	—	0	0/0	—	27	18/9	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	0	0/0	—	0	0/0	—	1	1/0	—	6	5/1	—
Enrolled												
First-Year	0	0/0	—	0	0/0	—	1	1/0	—	6	5/1	—
All Years	1	1/0	—	0	0/0	—	1	1/0	—	40	30/10	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	0	0	0
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	7	2	2

Universidad Central del Caribe School of Medicine

Address inquiries to
Dr. Arturo Santiago
Associate Dean for Student Affairs
Universidad Central Del Caribe
School of Medicine
Box 935
Cayey, Puerto Rico 00633
(809) 740-4265

The Universidad Central del Caribe was established for the development of different health sciences educational programs. At present there are two programs: the School of Medicine and the Radiological Technology Program. One of our future projections is the development of allied health profession programs which together with the Radiological Technology Program will fall under the Associate Deanship of Allied Health.

Admissions. The admission process is implemented by the Admissions Committee, an advisory Committee composed of faculty members which is responsible to the Office of the Dean of the medical school.

The process is designed to assure that each applicant is evaluated in terms of his/her academic qualifications and potential.

The admission process relies on a combination of objective factors such as performance on the Medical College Admissions Test (MCAT), undergraduate record, and the personal qualifications of the applicant as they are conveyed by letters of recommendation and personal interviews. There is no discrimination on the basis of sex, color, race, religion, physical disability, economic status, political ideology or national origin.

Counseling Program. A counseling program to students is available through the Associate Dena of Student Affairs and the Counselor so that they can take maximum advantage of the educational opportunities at the Universidad Central del Caribe Schoolof Medicine.

Student Tutoring Program. It is the goal of this program to provide academic tutorial assistance to students identified as academically deficient in one or more of the basic science courses.

Awards and Scholarships. List of awards offered at the school yearly. 1. Jorge González Gallardo Award. *Two scholarships of $1,000 each for students in financial need and who plan to train in surgery, sponsored by the Hostos M. Gallardo Foundation.* 2. Medical School Faculty Award. *Awarded to the Graduating Student with the Highest Academic Index.* 3. First Year Student of Exceptional Financial Need Scholarships. *Covers costs of tuition, books and equipment plus a monthly stipend for the neediest student in the first year of studies.* 4. National Health Service Corps (NHSC). *Former participants in the Program for First Year Students of Exceptional Financial Need receive priority consideration for the NHSC Scholarship awards, should funds be available.* 5. U.S. Army Health Professions Scholarships. *Questions regarding AHPS should be directed to the Financial Aid Director, AMEDD Personnel Counselor, 51 S.W. 1st Ave. Rm. 919, Miami, FL 33130-1698. Phone (305) 358-6489.* 6. Legislative Scholarships. *Application and information can be obtained in the UPR Medical Sciences Campus. These scholarships are allocated to needy students with high academic records who are residents of Puerto Rico. The scholarship is given for one year and is renewable as long as the financial need exists.*

Loans. The School of Medicine participates in the following loan programs: 1. Emergency Loans. *This fund was created by donations from Merk, Sharp and Dohme, other institutions and private sponsors. It consists of an amount up to $500 per semester. The total amount must be repaid in the same semester.* 2. Guaranteed Student Loan Programs (GSL). 3. Health Education Assistance Loan Program (HEAL). 4. Health Profession Student Loan Program (HPSL). *The borrower may receive up to $2,500 at 9% interest per year. It has a grace period of one year and can be deferred for up to four years while the borrower is doing internship and residency training.*

Brown University Program in Medicine

Address inquiries to
Dr. James Wyche
Brown University
Program in Medicine
97 Waterman St., Box G
Providence, Rhode Island 02912
(401) 863-3335

Recruitment. The Program in Medicine participates in a number of regional career days and actively recruits students through a series of field visitations to a variety of academic centers. Students are encouraged to visit the campus and to meet with faculty, medical students, and administrative personnel. Arrangements for these visits can be made through the Office of Minority Affairs.

Admissions. All applications for admission are reviewed by the Medical Admission Committee, whose membership includes the Minority Affairs Officer, and at least one minority student. Recommendations emanating from the review process are made directly to the Dean of Medicine.

The successful completion of college level courses in each of the subjects listed below is a prerequisite for acceptance to the Program in Medicine. One or more of these mandated subjects may be waived as requirements for admissions, if in the judgment of the Medical Admission Committee or the Dean of Medicine, competence has been demonstrated through other means. The courses are: Biochemistry (one semester); Calculus (two semesters); General Chemistry (two semesters); Organic Chemistry (two semesters); Behavioral and Social Sciences (two semesters); Physics (two semesters); at least three courses in Biology—recommended are courses in Molecular Biology, Biochemistry, and Cell Physiology.

The Medical Admission Committee is composed of clinical and Basic Science faculty, three second-year medical students and two medical school administrators. This committee reviews all completed applications and ranks them within categories based upon the combination of academic performance, letters of recommendation, personal statements, extra-curricular activities and performance on the MCAT. Interviews are no longer provided and are not a part of the decision-making process regarding the Program in Medicine. Minority applicants are encouraged to visit the campus and to make arrangements for such visits via the Minority Affairs Office.

Applications for the combined M.D./Ph.D. program are reviewed by committees of graduate faculty.

Academic Aid Programs. There is a formal tutorial program available to all students enrolled in the Program in Medicine. Students needing tutorial assistance in any basic science course may request it themselves, be recommended by a course leader, or confidentially recommended by another student. Upon such identification tutorial assistance is automatically offered to the student from a group of student or faculty tutors previously identified by the student and Minority Affairs Officer.

NBME Part I Preparation. Since passage of Part I of the National Board of Medical Examiners Exam is required for promotion into year III at Brown, an optional preparation program is available to all second-year students. The program includes the diagnosis of potential weaknesses evidenced in performance on NBME mock exams, the provision of study guides prepared by second-year course leaders, and the cultivation of NBME study groups proctored by senior medical students who have been trained to facilitate appropriate study techniques among study group participants.

Summer Programs. There are three summer programs for minority students which are components of Brown's Health Careers Opportunity Program. The Medical Studies Summer Program is a 6–8 week prematriculation program for admitted underrepresented minority and disadvantaged students.

The PMK (Premed for Keeps) Program accepts rising sophomore college students from designated colleges for 6–8 week instructional program in premed courses emphasizing reasoning skills. The PMS (Premed for Sure) Program is a prematriculation program for underrepresented minority high school students who will matriculate at Brown University the next fall. Introductory courses, skills development and clinical experiences are offered. Students in all three programs may qualify to tuition scholarships, travel allowances, and living expenses.

Student Financial Assistance. Application fees may be waived upon an applicant's request. This request must be accompanied by a letter from the applicant's Financial Aid Officer. In addition, a student may request a regional interview if financial circumstances indicate its necessity. In some cases, interviews conducted by other medical schools will be considered in substitution of a personal interview.

Currently, the Office of Minority Affairs has at its disposal a limited amount of discretionary funds which may be used by Brown medical students for emergency situations. These funds, however, are only made available after the student has explored other Medical Program resources such as the Dean's Office.

Other Pertinent Information. Since the Brown University Program in Medicine is deeply embedded into the fabric of the rest of the University, there is the unusual advantage of finding social and academic reinforcement from the more than five hundred minority group persons among the faculty and student body in the graduate school and college. Virtually full access to courses in the college and graduate school for medical students and liberal elective time make meaningful interaction possible.

In the Spring of 1980, the Corporation of Brown Univesity and the Trustees of Dartmouth College approved a collaborative educational program whereby twenty additional medical students are to be admitted for studies beginning with the class entering in September, 1981. Under the processions of the agreement, those twenty M.D. candidates will attend Dartmouth for the first two years of their medical education studying the basic medical sciences and will attend Brown during the succeeding two years for their clinical training. The combined program students will be selected by means of a jointly administered admissions process and, upon successful completion of both phases of medical education conducted in Hanover and Providence, will be awarded the M.D. degree by Brown University. Each medical school will continue to admit its customary complement of students for its own M.D. Program.

Brown University has converted its medical education program into a single seven— or eight-year integrated continuum of liberal arts and medical education called the Program in Liberal Medical Education (PLME). The PLME is an eight-year program that culminates in the award of the M.D. degree. Some students may complete the program in less than eight years depending upon advanced placement credits or summer studies. Others combine the PLME with an M.A., or Ph.D. program. Students interested in the PLME should apply to the College Admission Office at Brown University since admission to the college is a prerequisite for admission to the PLME.

Medical University of South Carolina
College of Medicine

Address inquiries to
Dr. Earl Higgins
Office of Minority Affairs
and Affirmative Action
Medical University of South Carolina
Room 405, University Services Building
171 Ashley Avenue
Charleston, South Carolina 29425
(803) 729-2081

Recruitment. Minority student recruitment is accomplished through annual visits to all South Carolina Colleges and numerous high schools throughout the state. The University Registrar and Admissions Office has centralized student recruitment efforts with several recruiters who travel statewide. Office of Minority Affairs Staff are directly involved in these efforts. Minority Affairs recruitment is also conducted through a statewide network of Pre-Health Advisors, minority Health Practitioners and currently enrolled minority students. Pre-Health Advisors consist of designated science faculty members at the predominantly black accredited colleges in South Carolina. These Advisors serve on a Pre-Health Council which meets quarterly and was formed for the purpose of facilitating the entry of academically qualified stuents to the Medical University of South Carolina. Minority Health Practitioners affiliated with the Palmetto Medical, Dental and Pharmaceutical Association serve as invaluable resources for student identification and referral. Minority students currently enrolled at MUSC assist in the recruitment of other minority students by visiting colleges and high schools for career day activities to serve as role models for prospective students.

Admissions. The Admissions Committee consists of seventeen (17) Basic Science and Clinical Faculty members. They are appointed by the Dean and serve staggered three year terms. Three (3) student members serve and are appointed at the end of their first year through graduation. Regular meetings are held weekly from September through March. Special meetings may be called any time during the academic year. All decisions are made by a simple majority of those attending and are presented to the Dean as recommendations. The criteria for admission are the same for all students seeking enrollment in the College of Medicine. Consideration is given to the applicant's GPA, MCAT scores, written and oral communication skills and, in general, applicant's capability for being a well-rounded individual.

A Sub-Committee on Minority Recruitment further screens all minority applicants not accepted in the regular admissions process for the Medical Student Transitional Entry Program (MED-STEP), which was implemented in 1985 to increase enrollment of minority applicants in the College of Medicine. Those applicants who show evidence of being able to handle the Medical School curriculum are invited for interviews. The selection process is the same as for regular applicants. Those who are admitted are enrolled in the same courses as regularly admitted students. If they meet published academic standards for student progress for the basic science years, the MED-STEP students become regular medical students in the third year.

An Early Acceptance Program has been instituted for college students who have completed the freshman year and who have not begun the senior year. Only students with documented superior academic performance, high motivation, and excellent personal characteristics are considered for the program. The purpose of the program is to remove the perceived negative influence of the intense competition for medical school admission on character development and on curriculum choices of college undergraduates. Students who are accepted will be expected to finish college through the bachelor degree. No specific grade point average will be required for matriculation nor will the Medical College Admission Test be required. Students accepted in this program must agree not to apply for admission to any other medical school.

Academic Aid Programs. All students are assigned an advisor. Minority students who need tutorial assistance can utilize the Tutorial Assistance Program coordinated by the Minority Affairs Office. Specialized retention workshops are scheduled during the year in areas such as Learning Skills. These workshops concentrate on time management, study habits, test-taking and memory techniques.

Summer Programs. The Minority Affairs Office sponsors two Summer Academic Enrichment and Recruitment Programs.

The Summer Academic Enrichment Program is for junior and senior high school students who have been identified as having academic potential for the health professions and who are highly motivated for a career in health care. Participants take four weeks of classes in Basic Science, Mathematics and Learning Skills on the MUSC campus. They also spend four weeks with a Faculty Preceptor in a laboratory or research setting. Meals and research stipends are provided.

The Summer Health Careers Program is designed for rising junior and senior undergraduates from disadvantaged backgrounds Students need a 3.0 in science and math, high motivation for a health career, and an organic chemistry or solid biology background. Participants spend eight weeks on the campus and attend classes in Anatomy with Lab, Biochemistry, Cellular and Molecular Biology, Medical Terminology, MCAT Preparation, Learning Skills, Scientific Communication and Problem Solving. Students receive a stipend to defray living expenses, a travel reimbursement, room and board.

Student Financial Assistance. State and Federal loans, specialized scholarship and fellowships are individually arranged through the University Financial Aid Office. The Graduate Incentive Fellowship is available for all entering Medical minority students and is coordinated by the Minority Affairs Office. The Fellowship is available to all South Carolinians, with the major agreement that the student practice in the state of South Carolina for the duration of his/her receiving the Fellowship.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	0	0/0	0	1	1/0	0	3	2/1	0	32	16/16	—
Accepted	0	0/0	0	0	0/0	0	1	0/1	0	12	7/5	—
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	5	3/2	—
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	5	3/2	—
All Years	1	1/0	0	0	0/0	0	0	0/0	0	17	10/7	—
1986-87												
Applied	3	2/1	0	0	0/0	0	1	1/0	0	28	15/13	—
Accepted	0	0/0	0	0	0/0	0	0	0/0	0	11	6/5	—
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	4	1/3	—
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	4	1/3	—
All Years	1	1/0	0	0	0/0	0	0	0/0	0	20	11/9	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	0	0	1
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	4	4	7

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	2	2/0	—	0	0/0	0	2	2/0	—	0	0/0	0
Enrolled												
First-Year	3	3/0	—	0	0/0	0	2	2/0	—	0	0/0	0
All Years	27	15/12	—	2	2/0	—	6	4/2	—	8	6/2	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	7	1/6	—	0	0/0	—	1	1/0	—	0	0/0	—
Enrolled												
First-Year	7	1/6	—	0	0/0	—	1	1/0	—	0	0/0	—
All Years	22	9/13	—	2	1/1	—	8	6/2	—	5	4/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	8	7	7
American Indian	0	1	1
Me—ican American/Chicano	0	1	3
Mainland Puerto Rican	2	1	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	0/0	0	0	0/0	0	0	0/0	0
Matriculated	4	2/2	100	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	4	2/2	100	0	0/0	0	0	0/0	0	0	0/0	0
All Years	11	6/5	100	1	1/0	—	0	0/0	0	3	3/0	0
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	1	1/0	—	1	1/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	1	1/0	—	1	1/0	—	0	0/0	—	0	0/0	—
All Years	10	7/3	—	2	2/0	—	1	1/0	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	5	2	0
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

University of South Carolina School of Medicine

Address inquiries to
Dr. Robert F. Sabalis
Associate Dean for Admissions
University of South Carolina
School of Medicine
Columbia, South Carolina 29208
(803) 733-3325

Recruitment. Minority applicants for admission to the School of Medicine from South Carolina are identified via contacts made by representatives of the Office of Admissions with premedical organizations on individual campuses throughout the region. The primary goal of this program is to alert and inform high school and college students of the School of Medicine's interest in minority students and to assist the prospective minority medical student in every way to become as strong a candidate as possible for admission. Students and faculty members of the School of Medicine regularly participate in these campus visits.

Minority students are encouraged and invited to visit the campus of the University of South Carolina School of Medicine to acquaint themselves with its various programs.

Admissions. The University of South Carolina School of Medicine has no special admissions committee for minority students. All qualified applicants are admitted through the regular admissions process.

The selection process involves the comparative evaluation and review of all available application data, including MCAT scores, undergraduate academic performance, comments contained in letters of recommendation, and the results of personal interviews with members of the Admissions Committee. The opportunity for admission is greatest for legal residents of South Carolina.

The Admissions Committee is a representative and diverse group of faculty and administrators which includes members of minority groups, women and private practitioners from the community. With such a diversified membership, the committee is able to provide a thorough and sensitive review of the credentials of each applicant.

Academic Aid Programs. All students accepted into the medical program will find that because of the small class size, a close, personal relationship is maintained between the student and the faculty. This facilitates more individualized teaching and also permits early recognition of any potential or real student academic difficulties so that help may be offered as soon as necessary.

Incoming students are assigned a faculty advisor who monitors the student's academic progress and acts both as a counselor and advisor to the student. Although no special tutorial programs have been established, interested faculty are always available to aid students who encounter academic difficulty.

Student Financial Assistance. The Office of Student Affairs makes every effort to provide information and assistance to help students with their financial obligations. Qualified students who are residents of South Carolina are nominated for Graduate Incentive Fellowships, state-supported grants which require students to work one year in the state following completion of training for each year of receipt of the fellowship. Conventional routes of funding (loans, fellowships, etc.) may be available to those who apply for financial consideration. Such assistance is provided solely on the basis of need and availability of funds.

Other Pertinent Information. The School of Medicine admitted its first class of 24 students in August, 1977; current entering class size is 64 new students.

University of South Dakota School of Medicine

Address inquiries to
Dr. Raymond J. Lynn
Associate Dean
The University of South Dakota
School of Medicine
Vermillion, South Dakota 57069
(605) 677-5233

Recruitment. Through contacts with the University of South Dakota Institute of Indian Studies we have identified several Native American students who have indicated an interest in medicine. Due to the lack of funding, a limited program is being organized to inform and assist them in their premedical years.

Admissions. The University of South Dakota School of Medicine has no special admissions committees for minority applicants. However, applications from minorities are encouraged and every effort is made to assist the minority student to become a successful applicant.

Academic Aid Programs. At present there are no special academic aid programs.

Summer Programs. The School of Medicine does not offer summer reinforcement programs.

Student Financial Assistance. The medical school will waive the application fee upon request and presentation of reasonable evidence of need.

Other Pertinent Information. Any Native American who is an enrolled member of a South Dakota tribe will be considered a South Dakota resident regardless of the applicant's current residency.

East Tennessee State University
Quillen-Dishner College of Medicine

Address inquiries to
Dr. Dorothy Dobbins
Assistant Dean for Student Affairs/Minority Affairs
East Tennessee State University
Quillen-Dishner College of Medicine
P.O. Box 19900A
Johnson City, Tennessee 37601-0002
(615) 929-6356

Recruitment. The Quillen-Dishner College of Medicine at East Tennessee State University actively seeks applications from minority and disadvantaged groups. Representatives from the Office of Student Affairs conduct visitation and career day programs at many college campuses across Tennessee. This institution is also an active participant in the Pre-Medical Enrichment Programs at both East Tennessee State University and at the University of Tennessee at Knoxville.

Admissions. The application and admissions process for all prospective students is the same. The Admissions Committee at this school emphasizes undergraduate GPA, MCAT scores, clinical experience, and non-scholastic achievement. Other criteria for admission include integrity, high scholastic achievement, leadership ability, maturity, intellectual curiosity, and sound motivation.

The Admissions Committee at this institution is composed of representatives from the College of Medicine staff, the undergraduate faculty at East Tennessee State University, the local Veterans Administration Medical Center staff, the Tri-Cities community, and enrolled medical students. These members take part in training and exercises which help improve their skills in analyzing the applications of minority students with the help of both cognitive and non-cognitive variables.

Academic Aid. The College of Medicine has implemented a highly effective system of student advisement. The first line of advisement involves contact between the students and the teaching staff. Secondly, students are allowed to select a faculty member for advisement in their basic and clinical sciences and a faculty advisor for senior elective advisement. A third point of contact is offered through the Office of Student Affairs. This office staff includes an Assistant and Associate Dean who assist students in academic and personal areas. In addition, the College has implemented a week-long bridging program for all entering students as well as a four week long voluntary prematriculation program for minority and disadvantaged students. These prematriculation programs enhance the student's academic skills prior to beginning the curriculum.

An optional program under which students may complete the first two years of the curriculum over a three-year period is also available. Students may elect to take this program of their own initiative or may be directed to the program at the recommendation of either the Admissions Committee or the Student Promotions Committee. Other academic support programs include tutorial services and special courses geared toward improving such basic skills as test taking, reading, time management, and study skills.

Summer Programs. The Quillen-Dishner College of Medicine participates in the Pre-Medical Enrichment Programs offered each summer at East Tennessee State University and at the University of Tennessee at Knoxville. These programs are aimed at enhancing the applications of those minority and disadvantaged students who are interested in pursuing a career in the health professions. The College of Medicine sponsors a one-day visitation to the campus where the students have the opportunity to tour the facilities and to discuss the process of application and admissions and professional/technical assistance as requested. The college attempts to give students exposure to faculty, staff, students and administrative personnel as well as the entire admissions committee in these visits.

Student Financial Assistance. The Quillen-Dishner College of Medicine is authorized to provide state and federal financial assistance to minorities under the guidelines set forth by the various programs. The supplemental information fee (application fee) may be waived by action of the Admissions Committee upon the written request of the applicant, provided that an American Medical College Application Service (AMCAS) fee waiver has been granted. In recent years the Tennessee Higher Education Commission has also provided scholarships to a limited number of black students.

Meharry Medical College
School of Medicine

Address inquiries to
Dr. James Story
Dean of Admissions
Meharry Medical College
School of Medicine
1005 D.B. Todd Blvd.
Nashville, Tennessee 37208
(615) 327-6223

Recruitment. Recruitment is done primarily at the undergraduate college level. Visitations, seminars, and interviews are conducted on various college campuses and in communities as requested by the institutions or organizations. Visits are accepted from premed clubs of both undergraduate colleges and high schools. A summer Bio-Medical Sciences program is conducted annually on the Meharry Medical College (MMC) campus.

Recruitment is conducted by a committee from the MMC, chaired by the Dean of Admissions, and composed of students, faculty, and administrators. Visitations are usually done by teams from Meharry.

Admissions. The School of Medicine utilizes only one Admissions Committee for the selection of all students. Applicants are selected on a competitive basis based on scholarship, character, personality, and general fitness to study medicine. This is done by careful evaluation of the material each applicant submits—GPA, MCAT scores, and professional committee recommendations. Of special interest are grades in English, general biology, general chemistry, organic chemistry and general physics.

Although there are no strict geographical limitations, preferential consideration is given to qualified applicants from states that contract to subsidize the education of their citizens at Meharry. Special empathy is held for minority groups and disadvantaged applicants of all origins.

Academic Aid Programs. Any student who experiences difficulty at Meharry can expect assistance from the faculty as necessary. At the end of the first month, students are evaluated and advised whether or not to accept a reduced load. Also at the end of each Block examination, each department checks to see if any student is having difficulty. If so, he/she is assigned to a faculty advisor for tutorial sessions.

Summer Programs. Meharry Medical College offers two summer programs that extend for eight weeks. The Research in Biomedical Sciences (RIBS) Program promotes the entry of minority undergraduate students into graduate programs leading to research and/or teaching careers in the biomedical sciences. It consists of a didactic phase and a research participation phase. The didactic phase includes intensive mini-courses in math and science, laboratory experiences and scientific communications. This phase is designed for a single summer session, typically following the first year of college. In the research participation phase, the participant spends 80 to 90 percent of his/her time under the supervision of a preceptor. This phase follows the sophomore and junior years of college.

The Biomedical Sciences Program (BSP) is designed to increase the number and participation of minority group students in the health professions. It includes courses in math and science, laboratory experiences, counseling sessions, tours and other educational experiences. Students usually participate in this program during the first three summers of premedical undergraduate training.

The RIBS program and the BSP include other activities such as seminars by medical and dental practitioners, exposure to hospital environment, demonstration of basic research procedures and recreational activities. The courses and/or the research participation only complement undergraduate college work. No college credit is conferred by Meharry Medical College for any of these activities. Each RIBS participant earns $1,000. Travel, room, meals, and tuition are financed by the program. Likewise, the BSP has some funds available for these purposes. Participants are not permitted to hold outside jobs while in any of these programs.

For application forms or additional information write to: The RIBS Program or The Biomedical Sciences Program, Graduate School, Meharry Medical College, Nashville, Tennessee 37208.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	51	30/21	49	3	3/0	0	3	2/1	0	3	1/2	0
Accepted	3	2/1	100.0	1	1/0	0	0	0/0	0	0	0/0	0
Matriculated	1	1/0	100.0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	1	1/0	100.0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	9	6/3	87.5	0	0/0	0	0	0/0	0	1	1/0	0
1986-87												
Applied	61	31/31	37.7	6	4/2	0	5	4/1	0	2	1/1	0
Accepted	6	6/0	66.7	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	4	4/0	75.0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	4	4/0	75.0	0	0/0	0	–	0/0	0	0	0/0	0
All Years	12	9/3	100.0	0	0/0	0	0	0/0	0	1	1/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	1	3	3
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	8	6/2	0	3	2/1	0	4	4/0	0	0	0/0	0
Accepted	0	0/0	0	1	1/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	2	1/1	100.0	1	1/0	100.0	0	0/0	0
1986-87												
Applied	16	11/5	0	3	1/2	33.3	3	3/0	0	0	0/0	0
Accepted	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	2	1/1	100.0	1	1/0	100.0	0	0/0	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	0	0	0
American Indian	0	1	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—		—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	6	5/1	—	0	0/0	—	1	1/0	—	0	0/0	—
Enrolled												
First-Year	7	5/2	—	0	0/0	—	1	1/0	—	0	0/0	—
All Years	19	10/9	—	0	0/0	—	1	1/0	—	0	0/0	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	7	3/4	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	9	5/4	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	23	11/12	—	0	0/0	—	6	2/4	—	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	4	5	2
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Student Financial Assistance. Application fee waiver requests are considered on an individual basis. No special funds are provided for interview trips, but in certain circumstances interviews are conducted off campus.

An office of financial aid is available to assist students in securing awards, loans, and fellowships.

The University of Tennessee, Memphis College of Medicine

Address inquiries to
Leroy O. Moore
Assistant Dean for Students
University of Tennessee, Memphis
The Health Science Center
800 Madison Avenue
Memphis, Tennessee 38163
(901) 528-5526

Recruitment. The College of Medicine maintains a long-term, continuing program for minority and disadvantaged student recruitment. As a means of identifying students, referral information is requested from high school principals, counselors, college pre-med advisors, and educational referral agencies. Further, admissions and financial aid representatives for each of the six colleges of the University of Tennessee, Memphis make regular high school and college visits throughout Tennessee and adjoining states. Once students are identified, they are tracked throughout their education experience. Academic progress is monitored; counsel and reinforcement are provided for career decisions; and close association with our faculty and students is encouraged through numerous on-campus educational enrichment experiences.

Students' developing interest, motivation, and knowledge about the health profession are stimulated by (1) yearly health profession publications and newsletters; (2) on-campus visitation programs, including tours, seminars and study skills workshops; (3) and summer work experience in our laboratories and clinics.

The College of Medicine is committed to increasing the number of minority graduates who will enter the medical profession.

Admissions. In addition to the regular Admissions Committee, a subcommittee composed of the Chairman of the Admissions Committee and minority members of the Admissions Committee review the applications of all minority students prior to being presented to the entire selection committee.

Academic/Support Programs. The Learning Skills Laboratory of UT, Memphis provides academic support for undergraduates throughout their training. This program offers individual laboratory assessments of learning difficulties, as well as an integrative program of skill development in reading, time management, problem-solving, notetaking, test-taking and memorizing. Computer-assisted instruction, based on the curriculum, is available in large-group, small-group, and individual sessions. Tutorial assistance is also available at no charge.

In addition the College sponsors a variety of other support programs which include:

Faculty Advisory System. The Facuty Advisor System facilitaties interaction among faculty and students. Each entering student becomes a member of a faculty advisor group composed of five first year students, five second year students, two faculty advisors and 2 student advisors. The faculty share their perspective on medical education and the profession, and serve as resource persons for specific questions or problems. The M-2 student advisors coordinate the activities of the group and the M-4 student advisors share perspectives of those further advanced in the curriculum.

Big Brother/Big Sister Program. Each entering student is assigned a "Big Sib." The Big Brother or Big Sister offers invaluable insight into the "ropes" of the first year: which books are best, the first test, best grocery store, where to get a haircut, where to relax and have fun, how to sign up for intramurals, et cetera. Often close and lasting relationships develop through this program.

Career Counseling And Residency Placement. Choosing the specialty most congruent with your interests, talents and long term personal and professional goals is a major life decision. Programs and activities are available to support students as they contemplate this decision and choose their specialties and residencies, beginning in the second year and continuing through the NRMP Match in the fourth year.

Peer Counseling Program. Peer Counselors are trained, carefully selected volunteers who offer a confidential personal support system to students in all classes. This program teaches physicians-to-be that it is acceptable to need help, to turn to one another for help, and to know how to offer it. This program fosters positive development and a sharing, cooperative approach to education.

Summer Programs. The College of Medicine and the University of Tennessee, Memphis sponsor a host of summer enrichment activities which are designed to 1) promote a greater interest in the health profession, 2) enhance students' competitiveness as applicants and 3) contribute to their success in the medical curriculum. The following listing is representative of our interest and commitment:

Tenn Minority Health Careers Program (TMHCP). Participants are presently high school sophomores, juniors and seniors and must be residents of Tennessee. Courses available in biology, chemistry, physics as well as exposure to courses, on test-taking, reading improvement, etc.

Summer High School and Undergraduate Apprenticeships. Opportunities for employment in research and/or clinical settings for high school and college students. Generally eight weeks in duration.

Tenn Pre-Professional Program (TPP). Black residents of Tennessee who have completed two years of undergraduate study with demonstrated interest in medicine. Participaton in 8 week summer enrichment programs following junior and senior years required. Students receive an assurance of admission, if by the time of their application, they meet or exceed minimum admission requirements

Early Admission. The Committee on Admissions invites applications for outstanding Black applicants at the beginning of their junior years. Students may begin their medical study during their senior year or complete their undergraduate training, while having a space reserved for them in the next entering class.

All of the above summer programs carry a stipend to replace lost income.

Student Financial Assistance. Financial aid for all students at UT, Memphis is based on need. These needs are met through scholarships, grants, loans, and work-study. The financial aid officers through a combination of these means, have been successful in supplying enough assistance to complete degree programs. The College of Medicine is very pleased to sponsor two scholarship programs for Black students. Our Tennessee Conditional Grant Scholarships in the amount of $10,000 annually are available to all Black residents of the State who are accepted for admission. Acceptance of these awards requires repayment of the grant in the form of service/practice in the State following residency training i.e., one year of service for each year of financial assistance.

Also, available are our Contiguous State Scholarships where grants in the amount of $8,000 annually are available to outstanding Black students accepted for admission at UT. These students must be residents from one of the states within our recruitment radius, e.g., Arkansas, Alabama, Mississippi, Kentucky, Missouri, Georgia, North Carolina or Virginia.

Vanderbilt University
School of Medicine

Address inquiries to
Dr. William B. Lawson
Director, Office of Minority Affairs
Vanderbilt University
School of Medicine
101 Light Hall
Nashville, Tennessee 37232
(615) 322-2165

Recruitment. A Black faculty member administers an active recruitment program that involves visits to other campuses, encourages contacts between applicants and matriculating students, and arranges visits to the Vanderbilt campus by newly accepted applicants.

Admissions. There is no special admissions committee. Minority applicants are prescreened by a Black faculty member as part of the recruitment program. The Admissions Committee attempts to identify highly motivated minority students capable of completing the curriculum.

Academic Aid Programs. Individual tutoring and counseling support, available to all students, is provided rather than a special support program, and has resulted in minimal attrition. An office of minority affairs directed by a Black faculty member provides linkages to the university committee as a whole for minority students through the university's Black Cultural Center and encoruages contacts with practicing physicians as well as Black housestaff and faculty.

Summer Programs. An annual invitational conference is held to exose prospective students to faculty, students, programs and facilities.

Student Financial Assistance. The ability of an applicant to finance his or her medical education is not considered as one of the criteria for the final selection. The Committee on Admissions has no information regarding the financial problems of any of the candidates. After the selection has been made and an invitation has been sent to the student, arrangements regarding financial aid are made between the Assistant Dean of Student Services and the candidate.

Baylor College of Medicine

Address inquiries to
Robert J. Bacon, Sr. M.D.
Assistant Dean
Baylor College of Medicine
One Baylor Plaza
Houston, Texas 77030
(713) 799-6175

Recruitment. Baylor has an active program of visiting colleges and secondary schools to seek out and to inform individuals from groups underrepresented in medicine about career opportunities. Faculty, medical students, and administrators participate in this recruitment effort. Individuals and school groups are also encouraged to visit the campus and participate in organized tours conductd by medical students.

Admissions. The Admissions Committee is composed of faculty and students, several of whom are members of groups underrepresented in medicine. Applicants are evaluated on a broad range of criteria including personal characteristics as well as academic history. Since 1971, a significant percentage of each year's entering classes have been minority group students underrepresented in medicine.

Academic Aid Programs. Each basic science department offers tutorial assistance and individual conferences for students encountering academic difficulty. Educational consultation to provide assistance with reading and study skills is also available.

Summer Programs. Each summer since 1969, Baylor has conducted a summer program for undergraduate college students who are members of groups underrepresented in medicine. This program acquaints participants with the medical school environment, improves their mastery of the basic premedical sciences, and emphasizes interviewing and application completion. Participants interact with role models and are introduced to the medical school admis sions process. In addition to the part time medically-related work experience, opportunities are provided for observation of a variety of health care delivery activities.

For those minority students accepted to medical schools in the United States, Baylor offers a pre-matriculation summer program. The program provides the student with a preview of the basic science curriculum.

Student Financial Assistance. The application fee will be waived for applicants from families that are economically disadvantaged. Interviews are conducted only on the campus in Houston and limited financial assistance is available to assist economically disadvantaged applicants with transportation expenses.

Financial assistance is available for medical students who can demonstrate financial need. Both scholarship and loan sources are available.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	64	34/30	—	1	0/1	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	76	40/36	—	0	0	—	0	0/0	—	0	0/0	—
All Years	239	148/91	—	1	0/1	—	1	1/0	—	3	2/1	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	61	29/32	—	1	1/0	—	0	0/0	—	1	0/1	—
Enrolled												
First-Year	77	35/42	—	1	1/0	—	0	0/0	—	1	0/1	—
All Years	221	118/103	—	1	1/0	—	0	0/0	—	2	1/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	59	43	66
American Indian	0	0	1
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	2	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	34	18/16	67.6	1	0/1	100.0	1	1/0	100.0	2	2/0	100.0
Accepted	8	3/5	75.0	1	0/1	100.0	0	0/0	0	0	0/0	0
Matriculated	4	2/2	100.0	1	0/1	100.0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	5	3/2	100.0	1	0/1	100.0	0	0/0	0	0	0/0	0
All Years	13	6/7	100.0	2	0/2	0	0	0/0	100.0	0	0/0	0
1986-87												
Applied	32	18/14	84.4	4	3/1	25.0	3	2/1	33.3	1	1/0	100.0
Accepted	5	4/1	100.0	0	0/0	0	1	1/0	100.0	0	0/0	0
Matriculated	2	1/1	100.0	0	0/0	0	0	0/0	100.0	0	0/0	0
Enrolled												
First-Year	2	1/1	100.0	0	0/0	0	0	0/0	100.0	0	0/0	0
All Years	13	5/8	100.0	2	0/2	100.0	0	0/0	0	0	0/0	0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	2	1	4
American Indian	0	1	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	124	53/71	16.1	11	9/2	0	30	19/11	3.3	12	8/4	8.3
Accepted	6	4/2	33.3	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	7	5/2	16.7	0	0/0	0	0	0/0	0	0	0/0	0
1986-87												
Applied	109	62/47	14.7	10	6/4	0	26	17/9	0	13	10/3	7.7
Accepted	6	5/1	33.3	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	2	2/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	2	2/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	7	5/2	25.0	0	0/0	0	0	0/0	0	0	0/0	0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	2	3	3
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Texas A & M University
College of Medicine

Address inquiries to
Dr. William E. Ward
Associate Dean for Student Affairs
Texas A & M University
College of Medicine
College Station, Texas 77843
(409) 845-7743

Recruitment. The recruitment program at Texas A&M is an integrated series of activities and efforts primarily aimed at Texas residents. The College of Medicine hosts and co-sponsors a high school outreach program which in conjunction with University regional centers identifies and supports promising students; providing guidance, information, and activities designed to encourage graduation and subsequent application to the University's pre-med program. The College of Medicine holds "open house" and provides tours for interested pre-med organizations from across the state, including one predominantly Black college. Seminars in interviewing and admissions are provided regularly in the fall, and all interested students are encouraged to attend. Office of Student Affairs' staff travel to colleges and universities around the state on invitation to provide information and materials concerning College of Medicine admissions and programs.

Admissions. Minority applicants are considered along with other applicants. Assessment of applicants is based on academic record, pattern of academic performance, extracurricular activities, motivation and demographic and ethnic background. The Admissions Committee consists of faculty representation from the Basic and Clinical Sciences. Forty-eight students matriculate each year.

Academic Aid Programs. Students in academic difficulty may receive assistance from faculty members and students. Review sessions may be scheduled in particular disciplines. Specific remedial work may be assigned on an individual basis if necessary.

Summer Programs. The Texas A&M College of Medicine currently hosts a Minority Hogh School Student Summer Orientation ~~Experience.~~ This week-long residential activity is open to rising Juniors and Seniors across the state interested in a career as a physician, selected on a competitive basis. In addition, the College of Medicine offers a summer research program for minority high school students. This program is non-residential and available during the summer, contingent on the availability of funds.

Finally, through funding by the Health Careers Opportunities Program, the College of Medicine provides a six-week residential program for disadvantaged and/or minority upper division undergraduate students. The primary purpose of this program is to facilitate entry for these students. Towards that end, participants receive MCAT training, study skills seminars, and orientations to the admissions process. This program is ongoing, contingent on the continuation of funding.

Applications and/or further information concerning any of the supper programs are available from the Associate Dean for Student Affairs.

Student Financial Assistance. Financial assistance is provided on the basis of need, and several academic merit scholarships are available. All financial assistance is subject to availability of funds.

Texas Tech University
Health Sciences Center
School of Medicine

Address inquiries to
Texas Tech University
Health Sciences Center
School of Medicine
Lubbock, Texas 79430
(806) 743-2300

Recruitment. Texas Tech University Health Sciences Center School of Medicine is responsive to both the health care needs of the area it serves and to the need for involvement of minority and disadvantaged groups in health professions. The School of Medicine has a sincere desire to identify at the earliest stage of undergraduate training, the highly motivated and academically qualified students.

Minority students enrolled in our school act as recruiters and promoters by talking with potential applicants when they visit our school and at Pre-med meetings. Minority applicants are always encouraged to visit our medical school and talk with faculty and students. Representatives of the Admissions Council have annually attended the Texas Association of Health Professions Advisors Meeting. There is also regular participation in workshops for minority recruitment and a schedule for visits to campuses with significant numbers of minority students.

Admissions. The Admissions Council of Texas Tech University Health Sciences Center School of Medicine is composed of basic science faculty and clinical faculty. Minorities are represented on the Council. All potentially acceptable minority applicants are invited for interviews and receive full council consideration. While all applicants are subjected to standard admission procedures and policies, each applicant is reviewed with careful attention to background and extenuating conditions.

Academic Aid Programs. The Admissions Council accepts only those students considered to be capable of proceeding through the curriculum without problems. All students have the opportunity for individual instruction, remediation, and extra help from the faculty. Flexible programs may be designed for students encountering academic difficulties as appropriate.

These programs help to identify student difficulties at an early period so that academic help will be profitable.

Student Financial Assistance. Texas Tech University Health Sciences Center School of Medicine personnel believe that no student should be denied a medical education due to lack of funds. A disadvantaged scholarship fund has been implemented for assistance during the freshman year. No student or prospective student shall be excluded from participation in or be denied the benefits of any financial aid program on the basis of race, color, national origin, religion, or sex.

The admissions application fee may be waived if requested by the minority applicant. All students receive financial assistance in accordance with demonstrated need. Financial capability does not enter into the student selection process, neither is the lack of personal funds permitted to interfere with the completion of medical school education. The needs analysis is determined through use of the ACT Financial Aid Service.

Other Pertinent Information. Texas Tech University Health Sciences Center School of Medicine's commitment is to well-qualified students who are residents of Texas, eastern New Mexico, and southwestern Oklahoma.

The University of Texas
Southwestern Medical School at Dallas

Address inquiries to
Dr. Bryon Williams
Associate Dean for Student Affairs
The University of Texas
Health Science Center at Dallas
Southwestern Medical School
5323 Harry Hines Boulevard
Dallas, Texas 75235
(214) 688-2168

Recruitment. Each year, members of the faculty (primarily members of the Admissions Committee) make numerous visits to the undergraduate campuses throughout the state of Texas. During these visits, meetings with premedical students are held to discuss questions and problems of both general and specific natures. It is not unusual for these visits to include a meeting with groups of minority premedical students. Several of these visits are to predominantly Black colleges in the state of Texas. Additionally, every effort is made to arrange opportunities for minorities to visit the Southwestern Medical School campus to see the facilities and to talk with faculty and students.

Admissions. All admissions decisions are made by a single admissions committee. This committee participates in all screening of minority applications and decides which candidates should be invited for interviews and which ones will be offered places. The admissions policies dictate that a decision be reached for each applicant separately, taking into account the breadth of considerations for each application.

The Admissions Committee carefully considers the complete background of each applicant including those disadvantages often faced by many minorities.

Academic Aid Programs. Academic or tutorial assistance at Southwestern is an individually tailored program. Students are advised that there are many avenues open to them should they encounter problems of any sort. They are encouraged to use them and from all indications they respond. Students in academic difficulty are most often identified early and tutorial or special programs are arranged to meet the individual needs of the students. Recently, modifications in the curriculum have been incorporated to assist and accommodate students having serious difficulty. There is ample flexibility in the curriculum to meet students' needs on an individual basis.

Student Financial Assistance. Waiver of the application fee to University of Texas Medical Schools can be solicited from the Medical and Dental Application Center and is granted in extreme cases. Southwestern is unable to provide financial assistance for interview trips to any students. Should the student not be able to make the trip to Dallas for an interview, the Admissions Committee will accept an interview from another medical school.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	79	42/37	43.0	7	2/5	57.1	84	55/29	81.0	9	4/5	44.4
Accepted	9	6/3	44.0	0	0/0	0	11	7/4	90.9	0	0/0	0
Matriculated	3	2/1	66.7	0	0/0	0	7	4/3	87.5	0	0/0	0
Enrolled												
First-Year	3	2/1	66.7	0	0/0	0	9	5/4	87.5	0	0/0	0
All Years	17	10/7	0	2	0/2	100.0	34	22/12	92.9	1	1/0	100.0
1986-87												
Applied	58	32/26	55.2	3	2/1	66.7	77	47/30	76.6	8	4/4	37.5
Accepted	5	5/0	80.0	0	0/0	0	7	6/1	71.4	1	1/0	0
Matriculated	4	4/0	100.0	0	0/0	0	2	1/1	100.0	0	0/0	0
Enrolled												
First-Year	4	4/0	100.0	0	0/0	0	3	1/2	100.0	0	0/0	0
All Years	15	11/4	85.7	2	0/2	100.0	29	17/12	90.0	1	1/0	100.0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	6	4	4
American Indian	0	0	2
Mexican American/Chicano	9	8	11
Mainland Puerto Rican	0	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1985-86

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	40	21/19	85.7	3	1/2	100.0	62	40/22	96.7	8	4/4	50.0
Accepted	5	1/4	100.0	0	0/0	0	12	8/4	100.0	0	0/0	0
Matriculated	3	1/2	100.0	0	0/0	0	2	2/0	100.0	0	0/0	0
Enrolled												
First-Year	3	1/2	100.0	0	0/0	0	2	2/0	100.0	0	0/0	0
All Years	9	5/4	100.0	1	0/1	100.0	5	5/0	100.0	0	0/0	0
1986-87												
Applied	34	14/2	97.1	6	3/3	83.3	64	40/24	98.4	3	0/3	66.7
Accepted	2	1/1	100.0	0	0/0	0	8	7/1	100.0	0	0/0	0
Matriculated	2	1/1	100.0	0	0/0	0	4	3/1	100.0	0	0/0	0
Enrolled												
First-Year	3	1/2	100.0	0	0/0	0	4	3/1	100.0	0	0/0	0
All Years	11	6/5	100.0	0	0/0	0	9	8/1	100.0	0	0/0	0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	0	3	2
American Indian	1	0	0
Mexican American/Chicano	0	1	2
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	29	17/12	96.6	4	3/2	100.0	89	60/29	98.9	4	0/4	100.0
Accepted	3	2/1	100.0	2	2/0	100.0	18	13/5	96.00	1	0/1	100.0
Matriculated	1	1/0	100.0	0	0/0	100.0	5	3/2	100.0	1	0/1	100.0
Enrolled												
First-Year	1	1/0	0	0	0/0	100.0	5	3/2	100.0	1	0/1	100.0
All Years	6	6/0	100.0	0	0/0	100.0	31	22/9	100.0	1	0/1	100.0
1986-87												
Applied	32	17/15	100.0	4	3/1	100.0	74	44/30	97.3	3	0/3	100.0
Accepted	3	3/0	0	1	0/1	100.0	13	9/4	100.0	1	0/1	100.0
Matriculated	0	0/0	0	1	0/1	100.0	3	2/1	100.0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	1	0/1	100.0	4	2/2	100.0	0	0/0	0
All Years	4	4/0	100.0	1	0/1	100.0	26	18/8	91.7	1	0/1	100.0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	2	2	1
American Indian	0	0	0
Mexican American/Chicano	9	9	7
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	5	1/4	—	0	0/0	—	17	11/6	—	0	0/0	—
Enrolled												
First-Year	5	1/4	—	0	0/0	—	17	11/6	—	0	0/0	—
All Years	20	9/11	—	2	1/1	—	66	42/24	—	0	0/0	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	5	3/2	—	0	0/0	—	22	16/6	—	0	0/0	—
Enrolled												
First-Year	5	3/2	—	0	0/0	—	22	16/6	—	0	0/0	—
All Years	18	9/9	—	0	0/0	—	67	43/24	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	6	3	4
American Indian	0	2	0
Mexican American/Chicano	14	4	9
Mainland Puerto Rican	1	0	0

The University of Texas Medical School at Galveston

Address inquiries to
Dr. Billy Ballard
Assistant Dean for Student Affairs
and Director, Office of Special Programs
G210 Ashbel Smith Bldg., M17
University of Texas
Medical School at Galveston
Galveston, Texas 77550
(409) 761-3256

Recruitment. The University of Texas Medical Branch at Galveston is especially aware of the need to train and graduate increased numbers of minority physicians.

The Office of Special Programs, an integral part of the Office of the Dean of Medicine, conducts regular visits to undergraduate colleges in Texas to discuss medical education opportunities for minorities with students and their premedical advisors. The Office also coordinates the Medical School Familiarization Program.

The President of UTMB has appointed an alumni committee of minority graduates of UTMB. This committee is actively engaged in the identification and recruitment of minority students, and advises the Office of Special Programs on their recruitment programs.

Admissions. All applicants are considered by the 12 member Committee on Admissions. Special attention is paid to both the cognitive and non-cognitive attributes of each applicant. Each applicant selected to be interviewed receives two separate interviews while on campus. The Admissions Committee makes a special effort to ensure that each minority applicant is interviewed by at least one minority interviewer. It is hoped that this procedure will enhance the information base available to the Admissions Committee members in making their selection.

Academic Aid Programs. Academic aid programs at UTMB are available to all enrolled students. Our Basic Science Alternate Program gives freshman medical students who experience academic difficulty an option of reducing their course load so as to spread the first year of medical school over a two-year period. This flexible curriculum enhances the adjustment of many students to the rigorous demands of the medical curriculum with minimal problems. The slower pace usually results in a more solid comprehension of the basic science curriculum with the results being a better performance in most advanced courses.

A number of academic support services have been developed specifically to aid medical students in attaining academic success. Students can be assisted in defining problems, enhancing comprehension and enhancing study skills and study strategies. Individual and group instruction is provided in learning strategies, time management, test-taking skills and other academic skills.

The Peer Tutorial Program in the Basic Sciences provides free tutoring to students needing additional assistance by graduate students and advanced medical students. (These academic support programs are funded in part by a grant from the Health Careers Opportunity Program).

Summer Programs. The Medical School Familiarization Program is designed to acquaint rising juniors and seniors in college to the rigors and demands of a medical education. It accepts 30 minority and/or disadvantaged premedical students yearly and exposes them to the medical school environment. During the four weeks, students receive didactic instruction in the basic sciences and go on clinical rounds with senior medical students at UTMB. In addition, students receive instruction in MCAT preparation, interviewing skills and study skills, are exposed to medical specialty clinics, and attend seminars in health care delivery provided by various invited medical practitioners.

Student Financial Assistance. Financial assistance is available to all students who demonstrate need. A number of scholarships are available including the Jeane B. Kempner Scholarships for minority medical students.

The University of Texas Medical School at Houston

Address inquiries to
Dr. Lillian Poats
Coordinator, Student Support Program
The University of Texas Medical School at Houston
Office of Admissions/Student Affairs
6431 Fannin, MSMBG.024
Houston, Texas 77030
(713) 792-5518

Recruitment. The recruitment activities of the University of Texas Medical School at Houston is the responsibility of the Associate Dean for Admissions and the Student Support Program. Their responsibilities in this area include early identification and continuous career development for potential applicants to the school. Their efforts are employed through "field" visits to colleges, universities and junior colleges, and orientation visits to the medical school.

Admissions. Minority or disadvantaged applicants participate in the same admissions process as any other applicant applying to this school. Each applicant's file is prescreened and those applicants whose applications indicate a potential for success in medicine are invited for an interview.

The Admissions Committee, which is composed of basic science and clinical faculty, makes the final decision on each interviewed applicant. The Committee takes into consideration the following criteria in reviewing minority applicants: non-cognitive variables, such as positive self-concept, determination, and independence; MCAT score of the applicant as it compares to the percentile score of the applicants' specific ethnic group; and commitment of the applicant to his/her specific ethnic group.

Academic Aid Programs. The Academic Enrichment and Reinforcement Program seeks to maximize retention of enrolled students by providing comprehensive educational and personal reinforcement services. This program provides the following services to any student enrolled at the school: academic and personal counseling, basic study skills, tutorial sessions, and management of time seminars.

Summer Programs. The Summer Enrichment Program at the University of Texas Medical School at Houston is an eight-week intensive educational experience for minority and economically disadvantaged students who are interested in pursuing a medical career. The curriculum includes an undergraduate course in biochemistry, courses in study skills and medical terminology, health related seminars, mock interviews, and hospital based rotations.

The requirements for college students to participate in this summer program are: one year or college biology, physics, math, chemistry, and one semester of organic chemistry.

Student Financial Assistance. Financial aid is available primarily in the form of loans. Students with outstanding credentials are automatically considered for our Faculty Scholarship Award.

University of Texas
Medical School at San Antonio

Address inquiries to
Dr. Leonard E. Lawrence
Associate Dean for Student Affairs
University of Texas at San Antonio
7703 Floyd Curl Drive
San Antonio, Texas 78284
(512) 567-4429

Recruitment. An active recruitment program is currently underway. This effort involves visits by faculty, administrative staff and students to those undergraduate campuses within the state of Texas where significant numbers of disadvantaged students have been identified. Visits to the medical school campus are encouraged in order that the disadvantaged student may become familiar with available opportunities. These visits are coordinated by the Office of Special Programs. Inquiries from Texas residents attending undergraduate school outside the state are encouraged.

Admissions. The University of Texas Medical School at San Antonio seeks to admit a class which reflects the diversity of the population. Minority applicants and disadvantaged applicants are reviewed extensively in an active effort to determine which of these candidates will be able to successfully complete the medical education curriculum. While the Grade Point Average (GPA) and the Medical College Admission Test (MCAT) score are important ingredients in the assessment process, many other factors enter into the consideration. Early educational experiences, parental influences, socio-economic factors and life experiences of the applicant are all relevant issues to be reviewed. Evidence of leadership capacities, exceptional motivation and record of past achievement, whether academic or in other life areas, are also among the factors considered.

The records of all minority applicants are reviewed extensively. Promising candidates are offered interviews. The candidates will be interviewed by two (2) members of the Admissions Committee, at least one of whom will also be a minority person. At the completion of the interview process the applicants are then discussed in detail. The ultimate selection is by the Dean of the Medical School with the concurrence of the Admissions Committee.

Academic Aid Programs. The Medical Dean's Office has developed an extensive Faculty Advisor System. Entering students are assigned a faculty member who will function as that student's advisor for the full four (4) years of medical education. Efforts are made to assign each minority entrant to a minority faculty person, though all students have the prerogative of changing their Faculty Advisor if they so choose. The Faculty Advisor functions as a student advocate and will aid the student in finding help should problems, academic or otherwise, occur.

Additionally, the Health Science Center Counseling Service Office provides a full range of educational and learning skill development services. The Counselling Office also coordinates an extensive peer advisor system for all students.

Summer Programs. The primary objective of the summer program for premedical and predental students is to increase admission of disadvantaged minority students into medical and dental school by improving their MCAT and DAT scores. A second objective is to reinforce each student's motivation and to acquaint him/her with the environment of a health professional school.

The program consists of two (2) parts. The structured educational portion is designed to improve the students' performance on the MCAT and DAT. This includes classroom lectures, sample test-taking and self-pace study using audiovisual material. The second part is a reinforcement of the student's motivation to pursue a medical or dental career. This includes interaction with minority student and faculty role models, attendance at medical and dental lectures and conferences, and information regarding admission, curriculum and financial aid in medical and dental school. Disadvantaged and minority premedical and predental students from Texas colleges and universities have been selected to participate in this program.

Students eligible for the program are junior or senior predental and junior or senior premedical students. Students who have obtained a degree and are currently enrolled in an institution of higher education are also eligible. Participants must qualify as disadvantaged students based on a combination of factors including racial, ethnic, socioeconomic, educational or geographic background. Students must have taken the MCAT or DAT or provide evidence of having applied to take it in order to be considered for the program. Applicants should have an average GPA of about 3.0 based on a 4.0 as an "A".

During the past several years, the Health Science Center has also sponsored a summer program for minority high school students. Minority students are selected from area high schools and are offered an opportunity to work, for pay, for a ten (10 week period in one of the research laboratories within the Health Science Center. The purpose of the program is to increase the awareness of these students of opportunities which are available within the health professions arena and to perhaps provide them the motivation to pursue such careers. Candidates are recommended by local high school counselors and/or science teachers. Final selection is made by two (2) minority faculty persons.

Student Financial Assistance. Limited scholarship assistance is available. The Office of Financial Aid works closely with all students in order to identify the most effective aid package for each student. Financial assistance is not routinely available for interviews. Application fee waivers are not granted.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	6	3/3	—	2	1/1	—	18	14/4	—	0	0/0	—
Enrolled												
First-Year	8	4/4	—	2	1/1	—	19	15/4	—	0	0/0	—
All Years	31	17/14	—	6	3/3	—	58	44/14	—	0	0/0	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	18	9/9	—	1	1/0	—	23	18/5	—	0	0/0	—
Enrolled												
First-Year	19	10/9	—	1	1/0	—	26	20/6	—	0	0/0	—
All Years	45	23/22	—	5	3/2	—	64	50/14	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	5	8	8
American Indian	1	1	1
Mexican American/Chicano	13	8	11
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	10	5/5	—	0	0/0	—	19	10/9	—	2	1/1	—
Enrolled												
First-Year	17	8/9	—	0	0/0	—	26	15/11	—	3	2/1	—
All Years	30	14/16	—	1	1/0	—	59	34/25	—	3	2/1	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	6	5/1	—	0	0/0	—	8	5/3	—	0	0/0	—
Enrolled												
First-Year	10	9/1	—	0	0/0	—	8	5/3	—	0	0/0	—
All Years	29	13/16	—	1	1/0	—	53	29/24	—	2	1/1	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	5	4	4
American Indian	0	1	0
Mexican American/Chicano	11	11	9
Mainland Puerto Rican	1	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	105	54/51	81.9	12	7/5	66.7	176	113/63	92.0	21	12/9	61.9
Accepted	7	1/6	85.7	1	0/1	100.0	30	19/11	96.7	3	2/1	100.0
Matriculated	5	1/4	100.0	0	0/0	0	22	13/9	100.0	0	0/0	100.0
Enrolled												
First-Year	8	2/6	100.0	0	0/0	0	26	17/9	100.0	0	0/0	100.0
All Years	24	10/14	93.8	8	6/2	100.0	82	59/23	100.0	0	0/0	100.0
1986-87												
Applied	110	55/55	86.4	9	6/3	100.0	153	102/51	93.5	6	2/4	50.0
Accepted	11	7/4	90.9	3	2/1	100.0	25	14/11	100.0	0	0/0	0
Matriculated	7	5/2	87.5	1	1/0	100.0	21	11/9	100.0	0	0/0	0
Enrolled												
First-Year	11	6/5	87.5	1	1/0	100.0	27	16/11	100.0	0	0/0	0
All Years	26	12/14	100.0	7	6/1	100.0	85	59/126	100.0	3	2/1	100.0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	4	6	4
American Indian	2	4	2
Mexican American/Chicano	11	20	21
Mainland Puerto Rican	0	1	1

University of Utah
School of Medicine

Address inquiries to
Herman Hooten, MSW
Director of Minority Affairs
University of Utah
School of Medicine
50 North Medical Drive
Salt Lake City, Utah 84132
(801) 581-6369

Recruitment. The University of Utah School of Medicine recruits minority applicants through present and former students, personal visits, and direct mail. An HCOP funded project to identify and assist the entry of minority applicants from the Intermountain Region (Utah, Idaho, Wyoming, Montana) will begin September 1, 1985. This program's primary objective is to increase the number of successful applications to the School of Medicine from the colleges and universities in this region. Additional student identification is accomplished through the Med-Mar listings received from the American Medical College Admissions Service (AMCAS).

Admissions. The University of Utah has no quotas of any kind for minority applicants. We recognize that minority physician shortages exist in the United States and are committed to redress these inequities through Affirmative Action. As part of this effort, the Simulated Minority Admissions Exercise, constructed by the Association of American Medical Colleges, is conducted for our Admissions Committee each year in order to provide them with a realistic method of assessing minority applicants. As a result, Admissions Committee members are better able to utilize non-cognitive characteristics in their selection of successful minority applicants. The Admissions Committee is made up chiefly of members of the School of Medicine faculty with participation by students and community physicians.

Applications may be obtained and completed through the American Medical College Admissions Service (AMCAS). Students who are eligible for our affirmative action program may apply through either the early decision or regular programs.

Academic Aid Programs. Academic aid programs planned for the coming year include a learning skills workshop for all entering students and National Board preparatory tutoring for minority students prior to both parts I and II of the National Boards. Tutorial programs are available to all students in both basic and clinical sciences. The School of Medicine is committed to make every effort to graduate every student admitted. Since 1974, 58 of 66 eligible ethnic minority physicians have graduated. A peer counseling program is used to provide freshman and sophomore students with aid from senior students.

Summer Programs. The University of Utah School of Medicine and the Ethnic Minority Health Science Center have operated Summer Enrichment Programs since 1977. These programs were funded through HCOP until 1984. The program provided math and science coursework as well as practical research or hospital experience for 20 students entering the undergraduate program. The 1985 program has been expanded to include 60 additional high school sophomores and juniors in the nine-week summer experience. It has targeted Hispanic, Native American, and other ethnic minority groups (Black, Puerto Rican, and Polynesian) in Utah, Southern Idaho and North Arizona. This program is funded through a grant by the Robert Wood Johnson Foundation.

An HCOP-sponsored program will bring 36 college juniors to the School of medicine for a three-week workshop. This workshop will provide assistance in preparing for the application process to medical school. These students will be from twelve colleges and universities in Utah, Idaho, Wyoming, and Montana.

These two programs are specifically designed to increase the number of minority matriculants to the School of Medicine.

Student Financial Assistance. As part of our commitment to redress physician shortages among minority groups, the School of Medicine makes every effort to meet the financial needs of economically underprivileged students. This is done by a combination of scholarships and loans to meet the student's need as determined by the University Financial Aid Office. In addition, assistance is available to students interested in applying for National Health Service Corps or military programs.

University of Vermont
College of Medicine

Address inquiries to
Dr. Marga Sousan Sproul
Associate Dean for Admissions
and Student & Curricular Affairs
University of Vermont
College of Medicine
E-109 Given Bldg.
Burlington, Vermont 05405
(802) 656-2154

Recruitment. Effective affirmative action is a high priority for the University of Vermont, under the leadership of our new Provost, Dr. John Hennessey. We are actively recruiting minority students to our undergraduate college through outreach programs to urban areas which bring high school students to visit the campus. Undergraduate students interested in attending medical school will have opportunities to work in research laboratories at the medical school during summer vacation periods.

Recruitment efforts by the College of Medicine will include participation in regional and national recruitment day activities and networking with the UVM Minority Alumni Association, the Chittenden County Black Professionals Association, the Black and Third World Faculty Organization, and others to identify potential applicants. Recruitment efforts are under the leadership of the Associate Dean for Admissions, with assistance from medical student, minority faculty members, graduate school faculty members, and others.

Admissions. Applicants who are members of underrepresented minority groups (ie. Black Americans, Hispanics of Mexican or mainland Puerto Rican origin, and Native Americans), have their files reviewed personally by the Associate Dean for Admissions and are exempt from the usual prescreening process. Applications are also reviewed by an Ad Hoc Committee on Minority Admissions, which is composed of four minority faculty members, two members of the Admissions Committee, and the Associate Dean for Admissions. Applicants considered by this committee to be promising candidates for admission on the basis of their personal essays, MCAT scores, letters of reference, and grade point averages are invited for an interview. The interview takes place at the UVM College of Medicine. It includes an orientation session with the Associate Dean of Admissions, an opportunity to meet informally with medical students, and an interview with a member of the Admissions Committee and a 3rd or 4th year medical student. The Admissions Committee is comprised of twelve faculty members plus the Associate Dena for Admissions. At present one member of the committee is Hispanic, one is Japanese-American, and the remainder are Caucasian. Committee membership varies annually. The Committee is seeking applicants who are mature, who are highly motivated for a career in medicine as a means of helping others, and who relate well to people.

Academic Aid Programs: Initial advisement is provided initially by the Associate Dean for Student Affairs. The structure of the freshman curriculum allows multiple opportunities for contact with faculty in small group teaching sessions, thus providing additional opportunity for the development of close relationships with faculty. In addition, efforts will be made to link minority students with informal advisors on the faculty or in the community, depending on the needs and interests of the students. Involvement in clinical medicine from the first week of medical school provides a significant stimulus to academic performance throughout the basic science years. In the junior year students select formal advisors, based on their career preferences at that point in their education. Informal tutorial help from fellow students and from faculty members is available to all students who experience the need for it. The College of Medicine has a tradition of a flexible policy for leaves of absence for students who need to depart from the traditional four year sequence.

Summer Programs: During the summer following the freshman year medical students may participate in summer research fellowships or preceptorship placements with practicing physicians. The remaining summer periods of the student's medical education are committed to clinical or elective educational experiences.

Student Financial Assistance: Scholarship aid designated specifically for underrepresented minority students is provided by the University. In addition students have access to scholarship and loan funds provided by the Century Club of the Medical Alumni Association. Waiver of the application fee is available for all applicants who qualify for an AMCAS fee waiver. Students qualifying for the fee waiver may also request assistance with travel expenses for the interview. Housing assistance during the interview is available for all applicants.

Eastern Virginia Medical School of the Medical College of Hampton Roads

Address inquiries to
Mrs. Maxine Whitehead
Assistant Dean for Minority
and Women's Affairs
Eastern Virginia Medical School
P.O. Box 1980
700 Olney Road
Norfolk, Virginia 23501
(804) 446-5869

Recruitment. Eastern Virginia Medical School (EVMS) accepted its first class in October, 1973. With the entering class of 1984 the school converted from a three year program to the traditional four year pro gram in medical education.

Faculty, administrators and students make visits to area high schools upon request and participate fully in career day activities. Counselors, students and science teachers make periodic visits to the EVMS campus for tours and orientation.

All college campuses in the state are visited with advance invitations sent to minority students in health curricula to meet with the representatives.

Recruitment of under-represented minority group students to EVMS is an ongoing activity. Predominantly black college campuses in and out of the state are visited by administrators and/or faculty annually. Student alumni often accompany them. A pre-health coalition of advisors from these schools has been established to afford the exchange of information and professional services between EVMS and the undergraduate institutions.

The Assistant Dean for Minority and Women's Affairs and the Associate Dean for Admissions collaborate in coordinating all recruitment efforts.

Admissions. Eastern Virginia Medical School does not have a separate disadvantaged student admissions committee. The disadvantaged students are evaluated by the same criteria that are used to evaluate other applicants. All applicants are evaluated with respect to their socio-economic background.

EVMS's admissions emphasis is divided between academic performance (GPA and MCAT), students' experiences in clinical/medical/health-related areas, and commitment to humanistic approaches to medicine. The Admissions Committee is composed of basic science faculty members, community clinical science faculty, and administrators. Workshops for premed advisors throughout the state and invitees from surrounding area colleges are held semi-annually. Admissions criteria, the selection process and counseling strategies are addressed with a tour of the facility given in an effort to familiarize premed advisors with EVMS.

Academic Aid Programs. Matriculants are counseled to seek academic reinforcement from the teaching faculty and the student advisors. Special tutorial sessions are arranged through departmental chairmen. Each entering student is assigned a faculty advisor who acts as a resource in helping students with problems of either an academic or a personal nature. The advisor system is coordinated through the Office of Student Affairs. Any special problems are addressed by the Assistant Dean for Minority and Women's Affairs and/or the Assistant Dean for Student Affairs. In addition, students receive counseling and direction through the Human Values in Medicine Program. Flexible curriculum schedules may be devised at the request of the student or if deemed necessary by the Student Progress Committee.

Summer Program. The eight-week long Work and Study Summer Program for minority students is designed to identify students (particularly native Virginians) who have demonstrated both interest and aptitude in medicine. Rising juniors and seniors in college are the main targeted audience, but college grads are often considered.

The Program accepts ten students. Students take courses similar to the medical school freshman class, do supervised research with a faculty member, and have clinical experiences with minority (mainly Black) physicians in the area. Contact person: Assistant Dean for Minority and Women's Affairs.

Student Financial Assistance. If AMCAS grants an application fee waiver, EVMS does also. EVMS participates in HPSL, NSL and EFN, all awarded to students on the basis of demonstrated need. There are no loan or scholarship funds restricted to any ethnic minority group. All State and EVMS funds are awarded in the same manner. All minorities are encouraged to apply to NMF.

Virginia Commonwealth University
Medical College of Virginia
School of Medicine

Address inquiries to
Dr. W. Kenneth Blaylock
Associate Dean, Admissions
Virginia Commonwealth University
The Medical College of Virginia
School of Medicine
Box 164, MCV Station
Richmond, Virginia 23298
(804) 786-9630

Recruitment. The Medical College of Virginia Health Careers Opportunity Program (HCOP) is responsible, in conjunction with the School of Medicine, for the recruitment of minority group students who are underrepresented in medicine.

The Director of HCOP, the Associate Dean of Admissions, medical students and selected faculty members annually visit with premedical advisors and student groups on the MCV campus and at the undergraduate institutions.

Information about the unique and desirable features of the medical school curriculum are answered in all the formal and informal presentations. These visits are usually made to colleges and universities that have a large enrollment of Virginia residents since these students receive preference for admission to the School of Medicine. Seminars are arranged for premedical clubs and premedical advisors upon request. During these off campus visits to undergraduate institutions, students are encouraged to apply for admis sion to the Medical College of Virginia/ Virginia Commonwealth University and to visit its campus.

Admissions. MCV/VCU has an institu tional goal to educate students who, in time, will meet the health care needs of our society. The Medical College of Virginia is interested in increasing minority representation in medicine. Students are selected by an Admissions Committee which evaluates all applicants for the study of medicine. Black faculty and students are members of the Admissions Committee. A personal interview is granted to those students who are being considered for admission to the School of Medicine. Applicants are interviewed by members of the Admissions Committee, and routinely by the Director of HCOP in a one- to-one setting.

Socioeconomic factors are considered when the academic credentials and personal development of minority applicants are assessed by the Admissions Committee.

Academic Aid Programs. The Assistant Dean of Student Affairs, the Health Careers Opportunity Program, and professionals in the University Counseling Center are con cerned with the progress and maturation of individual medical students. Special educa tional programs are not available for minority students. Students who have academic problems are identified early in the academic year and these individuals are provided with tutorial assistance. A variety of tutorial services are available, i.e., 1) individual and group tutoring based upon a per sonal needs assessment; 2) educational resources, i.e., old exam file, co-op notes, review material, audio tapes of first and second year lectures; and 3) study skills sessions.

Summer Programs. MCV/VCU provides a Summer Institute for two weeks. The goal of the Summer Institute in the School of Medicine is to provide matriculated first- year students with classroom experiences that will facilitate their transition into medical school and assist them in becoming more efficient learners. Institute experiences in clude lectures in gross anatomy, seminars which will aid in the development of coping skills, and a short hospital experience.

Pre-Admissions Study Skills Workshops are conducted for the purpose of assisting minority students in enhancing their creden tials for admission to all health professional schools. Participants in this program are selected from the junior and senior college classes as well as from graduate programs. The program content is by a committee and includes instruction in basic sciences, analytical reasoning, test-taking strategies, coping skills, time management, speed reading and comprehension. All components in this program are taught by college faculty.

Student Financial Assistance. A detailed evaluation of the financial aid for each student with a need is conducted after the student has been accepted into the School of

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	0	0/0	—	2	1/1	—	4	3/1	—	0	0/0	—
Enrolled												
First-Year	0	0/0	—	2	1/1	—	4	3/1	—	0	0/0	—
All Years	2	1/1	—	4	2/2	—	11	9/2	—	1	1/0	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	1	0/1	—	0	0/0	—	2	2/0	—	0	0/0	—
Enrolled												
First-Year	1	0/1	—	0	0/0	—	2	2/0	—	0	0/0	—
All Years	2	1/1	—	4	2/2	—	13	11/2	—	1	1/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	1	1	0
American Indian	1	0	1
Mexican American/Chicano	0	3	3
Mainland Puerto Rican	0	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	37	18/19	0	4	2/2	0	16	7/9	0	19	9/10	0
Accepted	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
1986-87												
Applied	42	22/20	2.4	3	2/1	0	11	8/3	0	5	3/2	0
Accepted	1	1/0	100.0	0	0/0	0	0	0/0	0	0	0/0	0
Matriculated	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0	0
All Years	0	0/0	0	0	0/0	0	0	0/0	0	0	0/0-	0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	0	0	0
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	7	1/6	—	0	0/0	—	0	0/0	—	1	0/1	—
Enrolled												
First-Year	7	1/6	—	0	0/0	—	0	0/0	—	1	0/1	—
All Years	22	8/14	—	0	0/0	—	0	0/0	—	1	0/1	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	4	1/3	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	7	1/6	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	23	9/14	—	0	0/0	—	0	0/0	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	4	5	6
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Medicine. Financial aid is important to our students. Available scholarship monies and loans vary in amount and distribution each year. Every effort is made to meet the financial needs of all our students. The Project Scope (Science Careers Opportunity Planned Enrichment Program) has limited scholarship funds and emergency loan funds are available for Virginia residents.

The School of Medicine will waive application fee requirements for all students for whom that fee will be a financial hardship.

University of Virginia School of Medicine

Address inquiries to
Dr. Maurice Apprey
Assistant Dean, Minority Affairs
University of Virginia
School of Medicine
Box 458
Charlottesville, Virginia 22908
(804) 924-1867

Recruitment. All predominantly Black schools in the state of Virginia are invited each year to participate in the "Day at the Medical Center" sponsored by the Medical Alumni Association. Some schools are visited by members of the Admissions Committee for the purpose of recruiting students. Our representatives also visit summer programs to recruit minority students. Additionally, the Minority Affairs Committee of the student government, known as the Mulholland Society, is involved in the recruitment efforts.

Admissions. Minority students invited for interviews are met in the Admissions Office by medical students of the same minority group who are able to answer questions informally as well as give advice to prospective students.

Academic Aid Programs. Each entering student is assigned a faculty member and a second-year student as advisors. During the clinical years, each student selects a faculty member whom he or she consults about such matters as fourth-year electives program and career choice.

A faculty member coordinates the individual tutoring program for all students with academic difficulty. Tutoring is provided by faculty members who are teaching the courses, by graduate students, and by medical students in the upper classes. During the clinical experience, individual assistance is available. In addition, workshops are conducted on study skills, time management, and stress management. When necessary, the curriculum can be adjusted to allow additional time for completion by the student with special requirements.

Summer Program. *Summer Enrichment Program.* This program provides additional instruction for minority students in the following categories: (i) students who have been unconditionally accepted but would like additional instruction before entering medical school in the fall; (ii) students who are conditionally accepted must attend the summer program to optimally prepare for medical school before joining the class in the fall; (iii) the program also accepts rising seniors and graduates who have not applied to medical school as yet. Housing is provided without cost to the students. Students receive a generous stipend and the cost of travel is reimbursed for distances within 200 miles. The summer program initially provides instruction in the chemistry relevant to the understanding of such medical school courses as biochemistry and physiology; the quantitative skills necessary for grasping the content of the medical school courses in genetics and biostatistics; study skills teaching; and examination taking strategies. In the latter part of the 6 week course, 2 weeks of instruction in actual medical school material in biochemistry, physiology, and clinical genetics is provided. Running through the 6 week program is a daily medicine hour, organized by the chairman of the Department of Medicine, to acquaint students with clinical and research issues. Additional information is available from the Assistant Dean.

Student Financial Assistance. Financial aid is distributed primarily on the basis of need. The application fee is waived for financially disadvantaged minority students and loans and/or scholarships are provided during the entire time the student is enrolled in medical school. Students wishing to attend should not be concerned about financial aid.

University of Washington School of Medicine

Address inquiries to
Dr. John Vassall
Director
Minority Affairs Program
University of Washington
School of Medicine SM-22
Seattle, Washington 98195
(206) 545-2489

Recruitment. The Minority Affairs Program was established in 1980 by the Dean of the Medical School and the Medical School Executive Committee as a reaffirmation of the school's efforts to matriculate and graduate minority physicians.

A full-time medical career planner coordinates activities designed to encourage and stimuate interest in the field of medicine as well as to increase the quality and size of the minority applicant pool in the WAMI (Washington, Alaska, Montana and Idaho) region. In the WAMI Program the University of Washington School of Medicine serves as the regional school for the four states. Although minority recruitment efforts are concentrated within the four state region, minority students outside the region are encouraged to apply.

The Minority Affairs Program works closely with high schools, colleges/universities, and established community organizations in the Pacific Northwest to identify, encourage, recruit and train minority students interested in medical careers. An advisory board composed of students, community leaders, and faculty participates in the development of recruitment activities.

The program conducts an annual preadmissions workshop for junior and premed students from the region. The workshop is designed to provide in-depth information on the application process, selection of a medical school, the interview and financial aid. Other support services are available.

Admissions. The Admissions Committee is a diverse group which includes faculty, students and lay persons. Minority students and faculty are represented on the committee. Admission procedures are the same for all applicants.

Applicants are considered comparatively on the basis of academic performance, MCAT scores, motivation, maturity, letters of recommendation and demonstrated humanitarian qualities. Extenuating circumstances in an applicant's background are evaluated as they relate to these selection factors. The number of minority students matriculating and graduating is increasing.

Academic Aid Programs. The School offers a variety of retention services for minority and/or disadvantaged students. Individual tutorial activities are arranged during the academic year for any student encountering academic difficulty. A Summer Tutorial Program is available to a small group of second year medical students. This program provides remedial assistance and preparation for forthcoming coursework. An expanded curriculum is available for students requiring more time to complete a portion of the curriculum.

Summer Programs. The University of Washington participates with the Alaska Native Foundation and the University of Alaska in summer enrichment programs for high school and college pre-medical or prehealth students.

A pre-entry summer program is offered annually for new matriculants from nontraditional backgrounds. The program provides an introduction to the medical curriculum; exposure to local health care systems; and workshops in study skills, stress management, and writing skills. Student participants receive stipends for the duration of the program.

Student Financial Assistance. Financial aid, based on demonstrated financial need, is available to all students. Local and national grants, scholarship, and loan monies are utilized to assist students in meeting their need. Educational costs covered by financial aid include tuition and fees, books, supplies and equipment, room and board, transportation, and personal expenses.

The application fee is waived for students who request and qualify for a fee waiver from AMCAS.

Resident status for out-of-state students is generally obtained by the second year and students pay in-state tuition. The Minority Affairs Office works closely with students to meet the requirements for residency and to assist the students in meeting their need.

Marshall University School of Medicine

Address inquiries to
Dr. Patrick I. Brown
Associate Dean for Student Affairs
1542 Spring Valley Drive
Huntington, West Virginia 25704
(304) 429-1365

Recruitment. The School of Medicine does not have a special recruitment program for minority students.

Admissions. The admissions process is the same for all applicants. The Admissions Committee considers the GPA for undergraduate studies, particularly in science and related courses, MCAT scores, and character qualifications such as motivation, enthusiasm, emotional stability, mature judgment, integrity, leadership and scope of interests. West Virginia residents and selected out-of-state applicants participate in two thirty-minute interviews with members of the Admissions Committee.

Academic Aid Programs. All medical school matriculants can receive tutorial assistance and advisement from a particular course professor, an assigned faculty advisor and/or a student selected faculty advisor.

Summer Programs. At this time no formal academic enrichment and/or recruitment programs are offered during the summer.

Student Financial Assistance. Those students receiving a fee waiver from AMCAS will also receive a waiver of the $10.00 application fee for the School of Medicine.

Other Pertinent Information. There is no discrimination because of race, sex, religion, age, handicap, or national origin. Qualified members of minority groups are encouraged to apply.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/Women	% State Residents	Total	Men/Women	% State Residents	Total	Men/Women	% State Residents	Total	Men/Women	% State Residents
Applied	186	84/102	25.8	4	4/0	50.0	11	9/2	9.1	10	8/2	30.0
Accepted	18	12/6	83.3	1	1/0	100.0	1	1/0	0	2	2/0	50.0
Matriculated	7	5/2	100.0	1	1/0	100.0	0	0/0	0	1	1/0	100.0
Enrolled												
First-Year	7	5/2	100.0	1	1/0	100.0	0	0/0	0	1	1/0	100.0
All Years	33	17/16	72.7	1	1/0	100.0	1	1/0	100.0	1	1/0	100.0
1986-87												
Applied	184	80/104	26.1	4	3/1	0	10	5/5	20.0	10	8/2	20.0
Accepted	17	5/12	82.4	0	0/0	0	1	1/0	0	1	1/0	100.0
Matriculated	10	3/7	80.0	0	0/0	0	1	1/0	0	0	0/0	0
Enrolled												
First-Year	10	3/7	80.0	0	0/0	0	1	1/0	0	0	0/0	.0
All Years	36	16/20	76.5	1	1/0	100.0	2	2/0	—	1	1/0	100.0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	5	8	11
American Indian	0	0	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985–86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	119	62/57	28.6	5	5/0	0	15	10/5	0	12	7/5	25.0
Accepted	11	6/5	54.6	1	1/0	0	0	0/0	0	0	0/0	0
Matriculated	6	2/4	83.3	0	0/0	0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	6	2/4	83,3	0	0/0	0	0	0/0	0	0	0/0	0
All Years	22	16/6	38.5	2	2/0	100.0	0	0/0	0	0	0/0	0
1986–87												
Applied	120	53/67	28.3	7	2/5	0	8	7/1	25.0	10	8/2	20.0
Accepted	13	9/4	46.2	0	0/0	0	1	0/1	10	1	1/0	10
Matriculated	6	5/1	66.7	0	0/0	0	1	0/1	10	0	0/0	0
Enrolled												
First-Year	7	5/2	57.1	0	0/0	0	1	0/1	10	0	0/0	0
All Years	22	16/6	50.0	2	2/0	100.0	1	0/1	10	0	0/0	0

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985–86	1986–87	1987–88 (est.)
Black American	5	4	4
American Indian	0	0	1
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	108	56/52	7.4	20	13/7	10.0	97	59/38	2.1	1	1/0	0
Accepted	11	6/5	18.2	3	1/2	33.3	15	11/4	6.7	0	0/0	0
Matriculated	6	3/3	33.3	1	0/1	100.0	5	2/3	20.0	0	0/0	0
Enrolled												
First-Year	6	3/3	33.3	1	0/1	100.0	5	2/3	20.0	0	0/0	0
All Years	13	85	25.0	8	4/4	60.0	20	12/8	8.3	2	2/0	100.0
1986-87												
Applied	82	40/42	9.8	16	10/6	18.8	100	65/35	5.0	4	4/0	0
Accepted	8	5/3	12.5	2	2/0	100.0	11	10/1	9.1	0	0/0	0
Matriculated	1	1/0	100.0	2	2/0	100.0	4	3/1	0	0	0/0	0
Enrolled												
First-Year	1	1/0	100.0	2	2/0	100.0	4	3/1	0	0	0/0	0
All Years	12	7/5	22.2	8	4/9	50.0	20	14/6	—	2	2/0	100.0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	3	2	3
American Indian	1	2	2
Mexican American/Chicano	3	3	6
Mainland Puerto Rican	0	1	1

West Virginia University School of Medicine

Address inquiries to
Dr. John W. Traubert
Associate Dean
West Virginia University
School of Medicine
1149 Basic Sciences Building
Morgantown, West Virginia 26506
(304) 293-2408

Recruitment. The School of Medicine participates in a yearly program on a University-wide basis to interest secondary school students in health science careers. This program is especially oriented toward minority students. In addition, personnel from the Office of Admissions and Records and the Office of Student Affairs make yearly visits to colleges in the State. These visits are prearranged and special invitations are sent to students who are interested in health science careers, especially minority students. During these visitations, discussions are held on a one-to-one basis with the student, and they are encouraged to pursue their interest. Also, periodic visits are made to high schools within the State holding "career day" activities; and, again, individual students are counseled regarding their questions and concerns for health science careers. Every other year, the Office of Student Affairs holds a 1½ day seminar in which pre-medical advisors from the State's colleges are invited. During this seminar, discussions and programs are carried out to help the advisors in their work with students interested in health science careers. Minority advisors are especially welcomed, and every effort is made to indicate our interest in helping needy students. Special tours and seminars are arranged on request for individual students or groups wishing to have additional exposure to the requirements for medical school or health science careers.

Admissions. The School of Medicine has no differences in requirements for minority students. Every effort is made to select minority students who are felt to have proper motivation and capabilities for professional school. There is no special screening panel or admissions committee devoted to minority applicants. The criteria used for selection are the same for all students, and these include the grade point averages, MCAT scores, personal interviews, letters of recommendation, and student's motivation and inter-personal skills. The Admissions Committee is made up of approximately equal numbers of basic science and clinical faculty. In addition, there are a total of four students who are full members of the Committee, usually two juniors and two seniors. Every effort is made to obtain minority students and faculty for membership on the Admissions Committee.

Academic Aid Programs. Every effort is made to make an early identification of students in academic difficulty regardless of their minority or social economic status. This is done through close supervision, cooperation, and communication among the course instructors, course coordinators, and Office of Student Affairs. Assistance is routinely given to students with special needs; this may take several forms, such as identification and help with personal problems, improvement in study techniques, and tutorial guidance on a one-to-one basis by faculty members. Every attempt is made to individualize student's needs, and special arrangements for scheduling are, at times, made on an individual basis. All students are encouraged to communicate with the Office of Student Affairs if they need assistance in the areas of academic achievement, health, or matters of personal concern.

Summer Programs. *Health Career Opportunities Program.* A health career opportunities program is underway for enrichment for minority students interested in a health science career. This program, at present, involves minority students entering college. The students will have summer semester-long exposure to subjects in the health science fields. Learning skills will be stressed and counseling on a one-to-one basis provided. This program extends into follow-up and retention efforts for students who enroll in undergraduate college work. As these minority students progress through college, there are planned enrichment programs for those who are applying or have been accepted in medical school. Minority students who are interested in this type of program are encouraged to communicate with the Office of Student Affairs.

Student Financial Assistance. There are no special sources of financial aid for minority students. The School makes every effort to identify students with financial needs, which is the sole criterion for consideration of all students. The School has a very active and capable Financial Aid Office which has the responsibility of helping students with their financial needs.

Medical College of Wisconsin

Address inquiries to
Dr. William D. Drucker
Assistant Dean for Student Affairs
Director of Minority Affairs
The Medical College of Wisconsin
8701 Watertown Plank Road
Milwaukee, Wisconsin 53226
(414) 257-8205

Recruitment. The Medical College of Wisconsin (MCW), through its Director of Minority Affairs, maintains an active recruitment program for minority students at many levels. Locally we participate in several programs to encourage high school students to study and prepare for a career in medicine. Motivated students with academic potential may enroll in our Med-Prep program which involves attending the University of Wisconsin-Milwaukee (UWM) for 4-5 years during which time an enriched program leading to a BA degree is offered to help prepare students for the rigors of medical school. Those maintaining sufficient academic and ethical standards are offered a place at MCW after their first year at UWM. Summer jobs in the health care field and special seminars are also part of the program.

We also make field visits to summer enrichment programs and distribute admissions information to approximately 500 Med-MAR registrants.

Our enrolled minority students participate in recruiting activities whenever they can. Minority and majority applicants who are invited for interview are welcomed by students in their homes overnight and oriented at MCW in our student-run host program. The Director of Minority Affairs also interviews all candidates for admission to help students assess the fitness of MCW for them.

A primary objective of the school's recruitment activities is to make sure that minority and disadvantaged students obtain a realistic perspective of what is involved in medical education. With this in mind, MCW's expressed goal is to ensure expanded opportunities for minority students in medicine in order to effect a more equitable distribution of physicians in underrepresented ethnic/racial groups.

Admissions: The Admissions Committee reviews all applications for admissions. Attempts are made to select students who are not only academically competent, but also demonstrate non-cognitive characteristics believed to influence successful completion of medical school (e.g., motivation, leadership qualities, and other personal traits). The Committee includes basic and clinical faculty as well as medical student interviewers. In addition to previous academic performance, minority applications are individually scrutinized and evaluated for indicators of factors which may have disadvantageously affected the student's earlier academic record or opportunities for future achievement. A personal interview is required of all applicants who are under serious consideration for admission. Whenever possible, minority students are available to meet and talk with minority applicants.

Academic Aid Programs. The Medical College of Wisconsin provides academic support for all students who encounter academic difficulties and require assistance. MCW policies require that basic science course directors identify, contact and provide assistance to students experiencing academic problems early enough to take action that will improve current performance. This is done through tutorials at no cost to students. The School offers a decelerated program whereby students can complete the first two years over a three year period. Study skills training and a National Board Review Program are also available to all students.

Summer Bridging. Several days prior to the official start of classes all students are required to attend orientation sessions which concentrate on the realities and demands of the medical curriculum and the acquisition of study and test-taking skills. Time is also devoted to socialization and adjustment to a new environment. For admitted minority students, new matriculants 30 or more years of age, and students having completed their undergraduate degrees three years prior to applying to medical school, an individualized program lasting 1 week is offered. Here attention is given to each individual student's needs with emphasis on identifying potential problems in learning patterns, time-management and problem-solving skills which may be unique to the study of medicine. Training to optimize learning is offered.

Student Financial Assistance. Students with outstanding academic credentials are encouraged to apply for a full-tuition scholarship, the Medical College of Wisconsin Surgical Faculty Scholarship, by contacting the Director of Minority Affairs.

All other financial assistance available through MCW, including federal and institutional scholarships and loans, is awarded solely on the basis of need. Students are also expected to apply for any outside financial assistance, e.g. state loan and scholarship program(s), for which they are eligible.

The Office of Student Financial Services is available to direct students to various sources of support. Students may apply for financial aid as soon as they have been accepted and have indicated their intent to enroll. Because of restrictions placed on loans and scholarship funds, financial aid can rarely be obtained by students who are not U.S. citizens.

Application fees for full time students are waived by MCW when requested by the applicant, who must first obtain an AMCAS waiver.

University of Wisconsin Medical School

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Robert H. Brown
Specialist—Academic Support
University of Wisconsin
Medical School
1300 University Avenue, Room 1205
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(608) 263-3713

Recruitment. The Office of Student Services coordinates all recruitment activities. Visits are made throughout the year to secondary schools and colleges in the state, and to other schools nationally. High school students who are residents of Wisconsin are encouraged to become familiar with the medical school through two summer programs. These programs provide opportunities for students to participate as research assistants in the laboratories of university faculty or to take college-level science or mathematics courses.

Admissions. Minority faculty and students are represented on the Admissions Committee. Some of the factors considered by the Committee when reviewing applicants include: non-traditional experiences, intellectual ability, breadth of academic and non-academic interests, ability to communicate with others, motivation for medicine, determination to help others, and personal characteristics.

Interviews are arranged on campus and total reimbursement for travel to the university may be provided. Although there is a limitation on non-resident enrollment (5 percent of the entering class), qualified non-resident minorities are encouraged to apply. Rarely is serious consideration given to applicants with poor academic records. The prerequisite courses of biology, chemistry, mathematics, and physics must include one semester of advanced biology with laboratory.

Academic Aid Programs. Tutors and study skills specialists are available throughout the academic year.

Self-assessment tests and a variety of study skills materials are also available to prepare the student for exam-taking. Extensive counselling is also available.

Summer Program. Students holding an acceptance into the entering class may matriculate in the Summer and enroll in the 8-credit Gross Human Anatomy course. In addition to the course, students receive an overview of the remaining courses taken in the Fall semester and study skills assistance. In this way, students are introduced to the curriculum and assisted with the transition into medical school. Financial aid awards for the summer course are based on the availability of funds.

Student Financial Assistance. The university makes available financial aid in the form of grants, scholarships, and low interest loans to all students who demonstrate financial need. These funds are awarded based on the availability of funds, and information the student provides on the University financial aid application. The average minority financial aid package consists of approximately 60% grant awards and 40% loans during the four years of medical school.

Other Pertinent Information. The American Medical College Application Services (AMCAS) application must be filed with AMCAS by November 15. All additional information including the completed Wisconsin Supplemental Application form, letters of recommendation (3), and scores from the Medical College Admissions Test (MCAT) must be received no later than January 15 of the desired entry year. A Wisconsin application fee of $20.00 is required of all students *except* those receiving an AMCAS fee waiver. Resident applicants who have been accepted prior to July 1, may choose to delay matriculation into medical school for one (1) year.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	0	0/0	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	0	0/0	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	2	1/1	—	1	1/0	—	0	0/0	—	0	0/0	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	0	0/0	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	0	0/0	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	1	0/1	—	1	1/0	—	1	0/1	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	1	0	0
American Indian	0	1	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	1	1/0	—	0	0/0	—	1	1/0	—	1	1/0	—
Enrolled												
First-Year	1	1/0	—	0	0/0	—	1	1/0	—	1	0/1	—
All Years	2	2/0	—	0	0/0	—	1	1/0	—	1	0/1	—
1986-87												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	0	0/0	—	0	0/0	—	0	0/0	—	0	0/0	—
Enrolled												
First-Year	0	0/0	—	0	0/0	—	0	0/0	—	0	0/0	—
All Years	2	2/0	—	0	0/0	—	1	1/0	—	0	0/0	—

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	0	0	1
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	165	83/82	5.5	9	7/2	11.1	105	67/38	1.0	27	15/12	0
Accepted	11	7/4	27.3	0	0/0	0	19	11/8	0	6	2/4	0
Matriculated	2	1/1	100.0	0	0/0	0	2	2/0	0	2	1/1	0
Enrolled												
First-Year	2	1/1	100.0	0	0/0	0	2	2/0	0	2	1/1	0
All Years	22	9/13	27.2	1	0/1	100.0	17	10/7	11.8	5	3/2	0
1986-87												
Applied	196	93/103	3.1	19	11/8	26.3	94	66/28	0	14	11/3	7.1
Accepted	10	3/7	30.0	2	1/1	50.0	11	8/3	0	2	2/0	0
Matriculated	3	0/3	0	1	0/1	100.0	2	1/1	0	0	0/0	0
Enrolled												
First-Year	3	0/3	0	1	0/1	100.0	2	1/1	0	0	0/0	0
All Years	17	6/11	23.5	2	0/2	100.0	13	7/6	0	3	2/1	0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	6	6	3
American Indian	0	0	1
Mexican American/Chicano	5	3	0
Mainland Puerto Rican	1	1	1

Table

Table 1
SUMMER AND YEARLY MOTIVATIONAL AND ENRICHMENT PROGRAMS

42 U.S. Medical Schools Offering Programs for Students at the High School Level

Albany
Albert Einstein
Arkansas
Brown
California-San Francisco
California, Southern
Chicago Medical
Chicago-Pritzker
Columbia
Drew
Georgetown
Georgia, Medical College of
Jefferson
Louisiana State-New Orleans
Loyola-Stritch
Massachusetts, University of
Mayo
Michigan, University of
Minnesota-Duluth
Minnesota-Minneapolis
Missouri-Columbia
Missouri-Kansas City
Mount Sinai
New York University
SUNY-Brooklyn
SUNY-Syracuse
Nevada
North Carolina
Northeastern Ohio
Northwestern
Oklahoma
Oregon
Pennsylvania, University of
Rush
South Carolina, Medical University of
Tennessee, University of
Texas A&M
Texas, San Antonio
Utah
Vermont
Washington, University of
Wright State

53 U.S. Medical Schools Offering Programs for Students at the Undergraduate College Level

Alabama South
Alabama, University of
Albany
Albert Einstein
Arkansas
Baylor
Brown
California-Davis
California-Irvine
California-San Francisco
California, Southern
Connecticut
Cornell
Drew
East Carolina
East Tennessee
Eastern Virginia
Georgetown
Georgia, Medical College of
Harvard
Illinois, Southern
Illinois, University of
Loma Linda
Massachusetts, University of
Mayo
Meharry
Mercer
Miami
Michigan State
Minnesota-Duluth
Mississippi
Nebraska
New Jersey-Newark
New York Medical
North Carolina
North Dakota
Oklahoma
Pittsburgh
Robert Wood Johnson (Rutgers)
Rochester
South Carolina, Medical University of
Texas A&M
Texas-Galveston
Texas-Houston
Texas-San Antonio
Tulane
Utah
Vermont
Virginia, Medical College of
Virginia, University of
Washington, University of
West Virginia
Wright State

Table 1 (Continued)
SUMMER AND YEARLY MOTIVATIONAL AND ENRICHMENT PROGRAMS*

56 U.S. Medical Schools Offering Summer Programs for Students Accepted to Their Medical School

Alabama, South
Alabama, University of
Albany
Albert Einstein
Arkansas
Boston University
Bowman Gray
Brown
California-Davis
California-Irvine
California-Los Angeles
California-San Francisco
California, Southern
Case Western
Cincinnati
Colorado
Creighton
Drew
East Carolina
Florida, University of
Hahnemann
Harvard
Howard
Illinois, Southern
Illinois, University of
Iowa
Kentucky
Louisiana State-New Orleans
Loma Linda
Maryland
Michigan, University of
Michigan State
Mississippi
Mount Sinai
New Jersey-Newark
New York Medical
SUNY-Buffalo
SUNY-Brooklyn
SUNY-Syracuse
North Carolina
Ohio, Medical College of
Ohio State
Pennsylvania, Medical College of
Pittsburgh
Puerto Rico, University of
Robert Wood Johnson (Rutgers)
Stanford
Temple
Tufts
Virginia, Medical College of
Virginia, University of
Washington, University of
Wayne State
Wisconsin, Medical College of
Wisconsin, University of
Wright State

3 U.S. Medical Schools Offering Summer Programs for Students Accepted to Any Medical School

Baylor
California-San Diego
New Mexico

6 U.S. Medical Schools Sponsoring Postbaccalaureate Programs

Creighton
Florida, South
Illinois, Southern
Michigan, University of
North Dakota
Wayne State

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*Of the 128 schools who responded to the questionnaire, 99 offer some form of Summer and/or Yearly Motivational and Enrichment Programs.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1985 and 1986

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	114	56/58	6.1	8	6/2	12.5	58	34/24	1.7	17	12/5	0
Accepted	6	4/2	33.3	1	1/0	0	8	5/3	0	0	0/0	0
Matriculated	4	3/1	50.0	0	0/0	0	5	3/2	0	0	0/0	0
Enrolled												
First-Year	4	3/1	50.0	0	0/0	0	5	3/2	0	0	0/0	0
All Years	17	10/7	25.0	2	2/0	50.0	13	9/4	0	5	3/2	100.0
1986-87												
Applied	108	52/56	6.5	11	7/4	36.4	40	23/17	0	11	8/3	9.1
Accepted	10	6/4	40.0	3	1/2	33.3	3	2/1	0	1	1/0	100.0
Matriculated	5	3/2	0	1	0/1	100.0	0	0/0	0	0	0/0	0
Enrolled												
First-Year	5	3/2	20.0	2	1/1	50.0	1	0/1	0	1	1/0	100.0
All Years	19	11/8	36.4	2	1/1	50.0	12	8/4	0	3	3/0	100.0

— Indicates data not available

Minority Students Graduated for the Academic Years 1985 to 1987

Minority Group	1985-86	1986-87	1987-88 (est.)
Black American	3	3	4
American Indian	2	0	0
Mexican American/Chicano	2	2	3
Mainland Puerto Rican	2	1	1